



2020

ANNUAL REPORT

**We prepare Idaho's youth and adults
for high-skill, in-demand careers.**





2020

ANNUAL REPORT



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Letter From the Administrator



Career Technical Education (CTE) has always placed tremendous value on ensuring students develop the skills employers want and need. Delivering on that promise requires the collaboration of forward-thinking educators, employers and civic leaders.

Despite the COVID-19 (coronavirus) pandemic, this collaboration has never been stronger. To see what I mean, just look at the proximity of the Lewiston School District's A. Neil DeAtley Career Technical Education Center, which opened in August, and Lewis-Clark State College's Schweitzer CTE Center, which opened in October. Here are two institutions that have partnered with regional employers to provide a talent pipeline that connects students with high-skilled, in-demand careers.

Or, look at the names of the labs and classrooms at ISU's new William M. and Karin A. Eames Advanced Technical Education and Innovations Complex, which also opened in October. They're more than the region's largest employers of high-skill, in-demand workers; they're also each program's biggest donors and supporters.

Even in non-coronavirus times, opening three state-of-the-art CTE facilities in one calendar year is an anomaly. Together, they represent the growing demand for CTE programs and provide greater access to training and employment opportunities without leaving our great state. This is critical for adults wanting to start or complete their education, change careers, or develop additional skills via the GED, Workforce Training Centers, and Centers for New Directions programs that we oversee.

This annual report highlights just a few citizens whose lives were positively impacted by our programs this year. We organized it by region to illustrate the positive outcomes resulting from a regional approach to supporting and growing CTE programs.

While some CTE programs have experienced declining enrollment during the 2019-2020 school year due to the coronavirus, support for these programs has never wavered. As you read the pages that follow, I'm confident you'll see why.

Best regards,

A handwritten signature in black ink that reads "Clay Long". The signature is written in a cursive, flowing style.

Clay Long, Ph.D.
State Administrator



How to Use This Report



Idaho is divided into six educational regions, each with its own technical college, Adult Education (AE), Workforce Training Center (WTC) and Center for New Directions (CND). Each region's four-page spread features Idahoans positively impacted by its CTE programs and the accomplishments of its WTC. You'll also find statistics that highlight the impact of each region's programs.

We designed the centerfold to be pulled out and used as a poster for a quick reference to some of the most important—and requested—facts and figures for Idaho as a whole.

Do You “Speak CTE?”

Like all educational entities, IDCTE loves abbreviations. Here are some of the most common terms and abbreviations you’ll encounter in this report.

AAS: Associate of Applied Science; a two-year degree that prepares graduates to enter a career immediately after graduation.

CND: Centers for New Directions; centers housed at each of Idaho’s six technical colleges that provide job counseling and job placement services to help single parents and displaced homemakers become self-sufficient.

Concentrator: A high school junior or senior in a capstone course.

CTS: Career Technical School; a school that is separately administered and offers high-end, state-of-the-art CTE programs and services for high school students. These offerings must be directly related to preparing high school students for employment in current or emerging occupations.

CTSO: Career Technical Student Organization; an intra-curricular organization designed to further participants’ knowledge and skills of a CTE program area and emphasize leadership through activities, events and competitions.

FTE: Full-time Equivalent; A calculation showing how many students attended if all were enrolled full time. The FTE calculation is based on the sum of credits by all students divided by 30 credits for the year.

GED: General Education Development; a credential that demonstrates an individual has obtained the equivalent of a high school education.

IDCTE: Idaho Division of Career Technical Education; the state agency responsible for administering Idaho’s CTE programs.

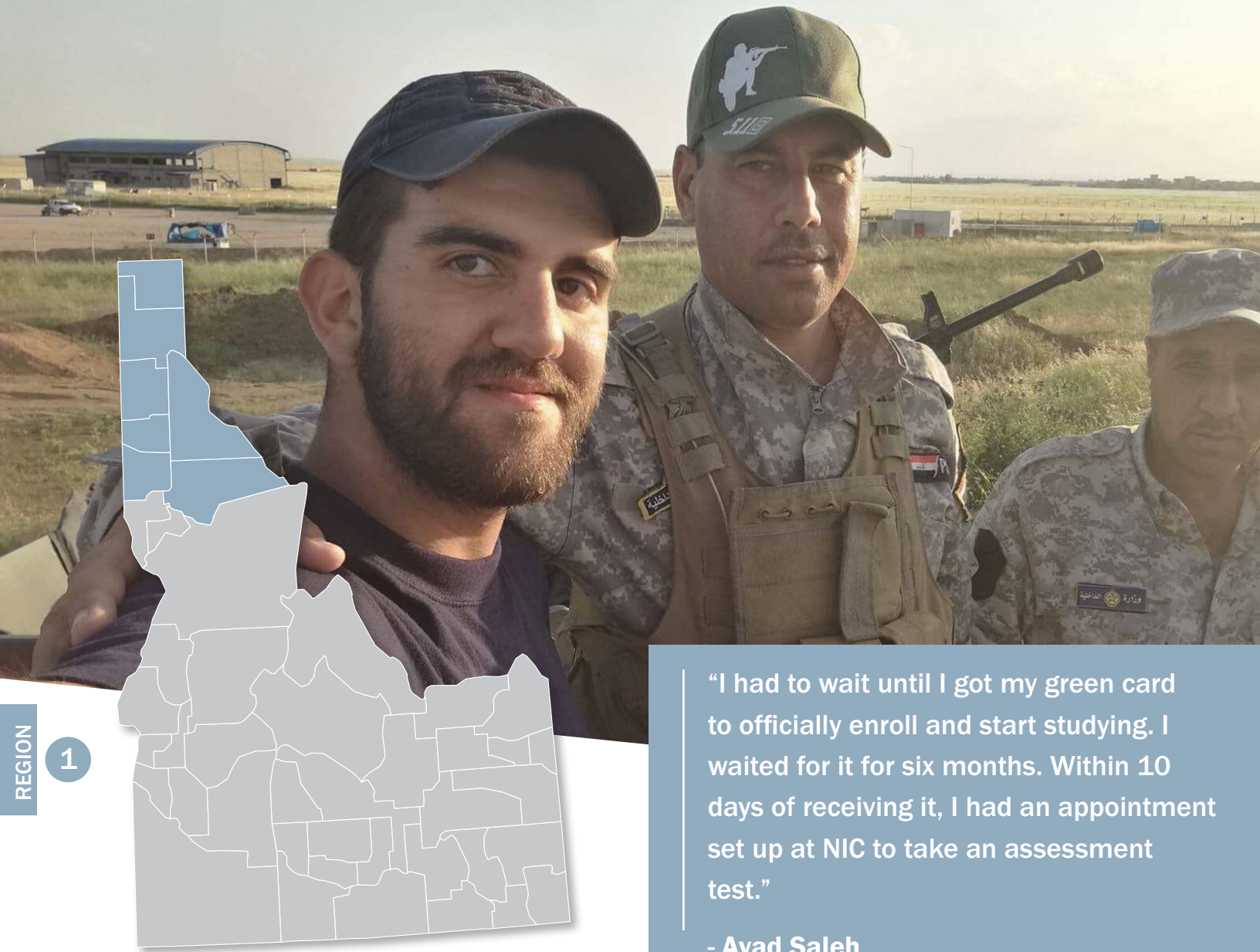
NAF: National Academy Foundation; a network of education, business and community leaders who work together to ensure high school students are ready for college or a career.

SDE: State Department of Education; the state agency responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators and providing accountability data.

TAC: Technical Advisory Committee; a group comprised of local business professionals, teachers, students, administrators and parents with a shared interest in a CTE program area. TACs provide input on program design and delivery to ensure alignment between the skills students learn, industry skill sets and regional employers’ needs.

WTC: Workforce Training Center; a center that provides and coordinates customized training for business and industry, occupational upgrade training, related instruction for apprentices, emergency services training for first responders and retraining workers who have lost their jobs.

WTN: Workforce Training Network; the network of six Workforce Training Centers at each of Idaho’s six technical colleges.



"I had to wait until I got my green card to officially enroll and start studying. I waited for it for six months. Within 10 days of receiving it, I had an appointment set up at NIC to take an assessment test."

- Ayad Saleh

GED Opens Door to a Military Career for Iraqi Immigrant

In June 2014, 17-year-old Ayad Saleh was working as an electrician in Mosul, Iraq, when mass chaos erupted: Unknown people were attacking the city, and police were urging everyone to head home and lock up their shops. Unable to catch a cab, Saleh walked to his home, an hour and a half away.

For the next 10 days, the city was on a mandatory lockdown, and no one was permitted to leave their

homes. During that time, Saleh and his family were surrounded by explosions, gunfire and random air strikes. When the city fell to ISIS on June 10, 2014, Saleh didn't know if the Iraqi government would send reinforcements, but he did know their only option was to leave Mosul. His father, a taxi driver, had left for Baghdad just three days before the city was attacked, leaving Saleh, his mother and younger brother without a car. So they packed a few articles of clothing in backpacks and headed to the

checkpoint on the border—on foot. After walking through most of the night, they were able to catch a ride with a friend from church to Dhok, where his aunt lived, and reunite with his father.

Saleh and his family soon relocated to Erbil, a bustling metropolis with about 879,000 citizens.

“There were a lot of Europeans living there, and a lot of foreign businesses. I knew if I wanted to get a good job and support myself and my family, I would need to learn English,” said Saleh.

Saleh had learned some basic English phrases and grammar in school but nowhere near enough to secure a good job in Erbil. Because he didn’t have money to attend a language school, he began volunteering for refugee organizations to improve his English.

“I’d go with them to refugee camps or to visit families that needed an interpreter. Step by step, I learned new vocabulary and terms, which I memorized and practiced every day,” said Saleh.

Eventually, his volunteer work led to a paid position with Samaritan’s Purse, an evangelical Christian humanitarian relief organization. He was assigned to a post as a security guard at an emergency field hospital near Mosul. The assignment was supposed to be for just two days, but two weeks later, he was permanently assigned to his post.

While working at the field hospital, Saleh met Brittany, an ICU nurse from Coeur d’Alene, Idaho, in February 2017. Though they only worked together for two months, it was long enough for the pair to fall in love. By August 2017, the two were engaged, and they corresponded until Saleh received his fiancé visa in February 2019. Under the fiancé visa, Saleh had just 90 days after arriving in the U.S. to become married.

“The wedding was planned for May 12, which was like, Day 89. That felt too close to me, so we went to the courthouse and got our marriage certificate on Feb. 18, 2019, and did the big celebration with our family and friends as planned on May 12,” said Saleh.



Safely in the U.S., Saleh wanted to join the U.S. Army and work as a translator. Because Saleh left Iraq before completing his education, the recruiter told him he’d be unable to join the military without a high school diploma. Saleh heard about the GED and North Idaho College’s (NIC) Adult Education Center through his wife’s friend.

“I had to wait until I got my green card to officially enroll and start studying,” said Saleh. “I waited for it for six months. Within 10 days of receiving it, I had an appointment set up at NIC to take an assessment test.”

Saleh started taking classes for the GED at NIC in September 2019 and earned his GED diploma in August 2020. He’s now working his way through the Army recruiting process and has already completed the medical exams and took the ASVAB in November.

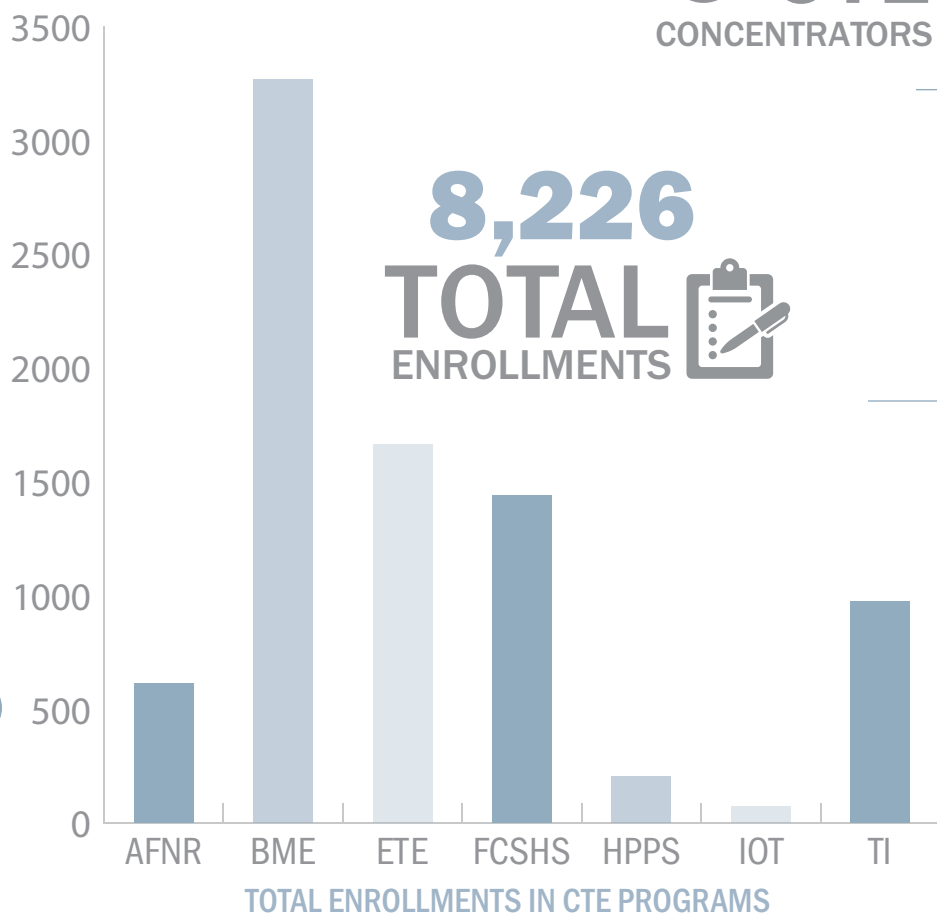
Though Saleh was forced to abandon his education when he left Mosul, he’s grateful for the opportunity to earn his GED and pursue his career in the military.

“I wish I had the privileges that Americans have for education,” said Saleh. “I advise everyone to get their GED because it’s very important to get this level of education. It will open a lot of doors for better jobs and will improve yourself in the best way possible.”

LEFT: Saleh while he was working at refugee camps in Iraq. TOP: Saleh and his wife, Brittany, after he arrived in the U.S.

Region 1

Secondary



401
CTE
CONCENTRATORS

66
TOTAL
PROGRAMS

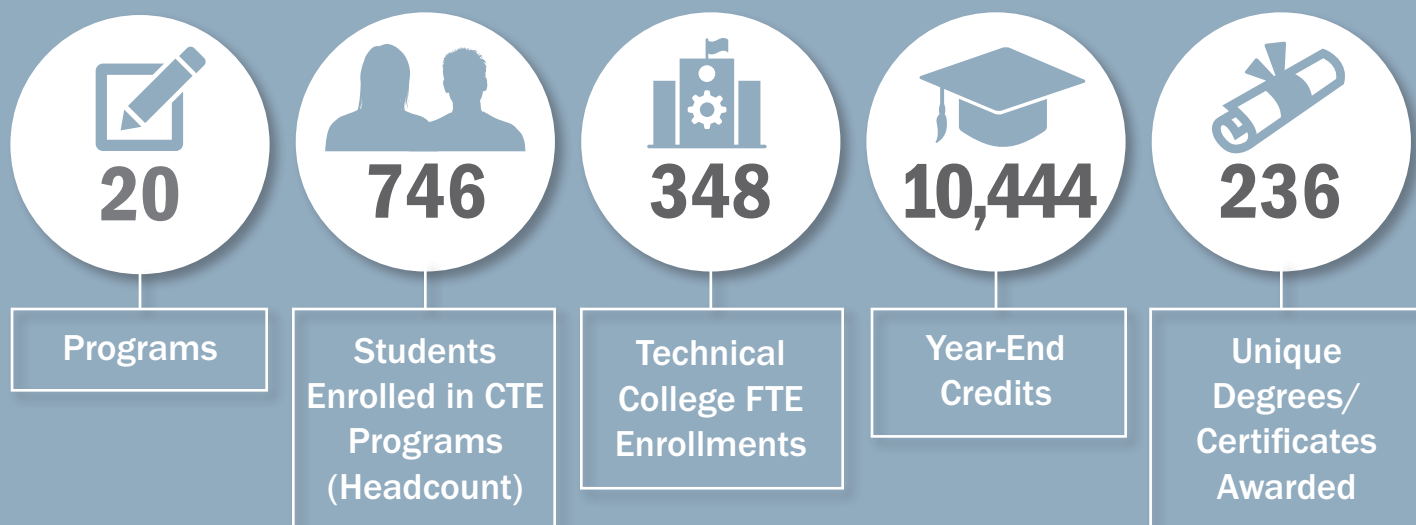
932
SKILL
STACK
BADGES EARNED

18
SCHOOL
DISTRICTS

1
CAREER TECHNICAL
SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—North Idaho College



Apprenticeships



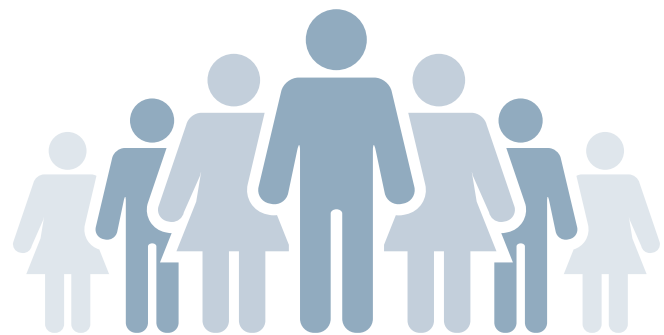
Workforce Training Network

Accomplishments

- Registered federal apprenticeship programs in HVAC, plumbing, electrical, and CNA, including four advanced CNA tracks.
- Held a business consortium focusing on leadership and soft skills.
- Received a commendation for excellence in developing and delivering continuing education courses and programs that serve students and the surrounding community.

Program Innovations

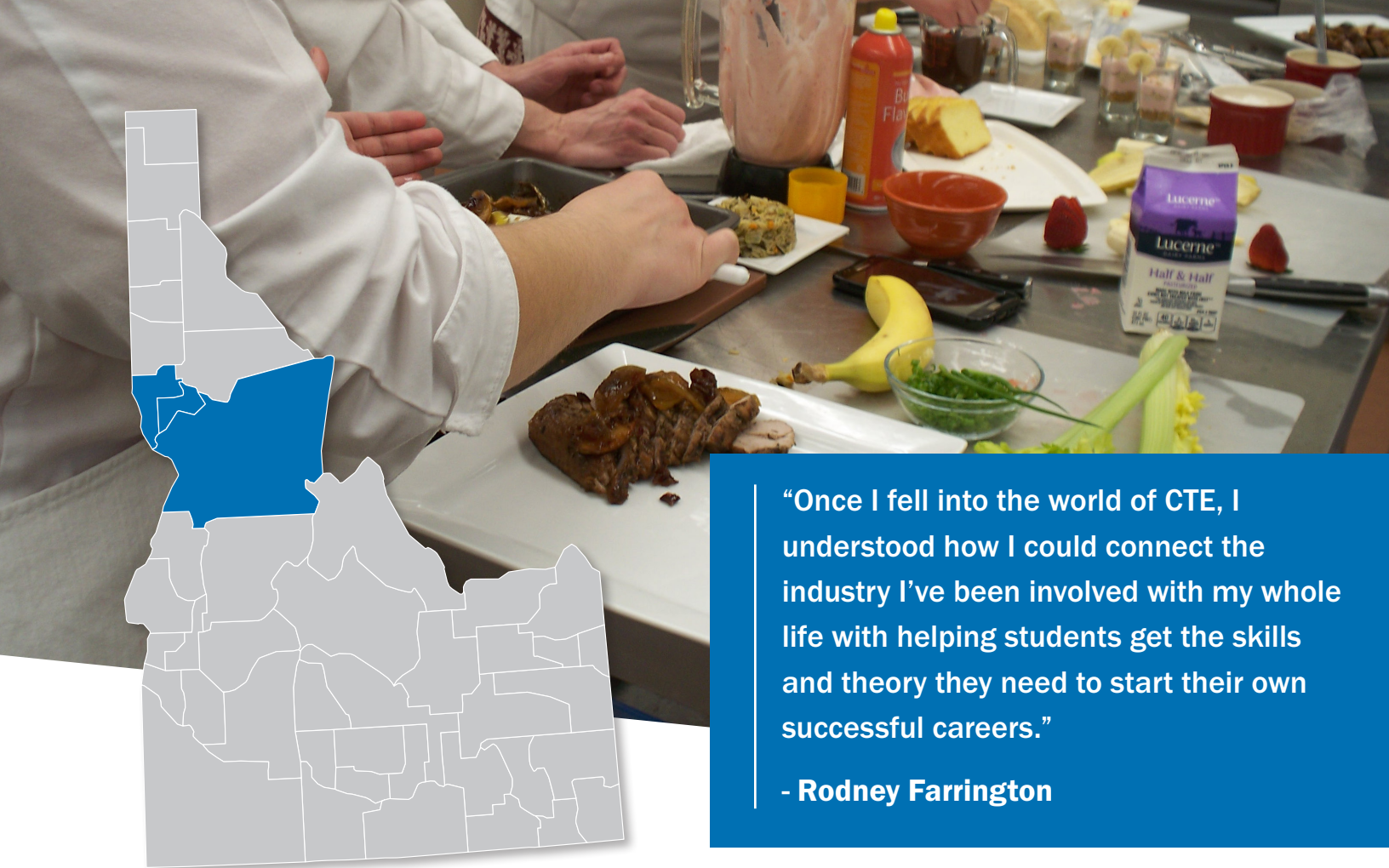
- Developed a comprehensive seven-tier employee development plan for Hecla Mining.
- Used Advanced Opportunity funding for 15 secondary students to complete Workforce Training courses.
- Used a donation from the American Association of Psychiatric Technicians to develop online instruction, provide scholarships and nationally market the mental health assistant program.



5,719
WTC HEADCOUNT



North Idaho College



“Once I fell into the world of CTE, I understood how I could connect the industry I’ve been involved with my whole life with helping students get the skills and theory they need to start their own successful careers.”

- Rodney Farrington

Industry Connections and

2 Experience Put North Idaho Program on the Map

Rodney Farrington didn’t plan to teach hospitality management. But after ending a 28-year relationship with the hospitality corporation that employed him, the non-compete clause in his contract prohibited him from working in the industry he loved for three years.

“I had no idea what I wanted to do next, so my wife suggested I go back to Lewis-Clark State College (LCSC) and get an associate degree in hospitality management,” said Farrington.

After he graduated in 2012, Farrington opened a restaurant in Uniontown, Washington. He was content running his restaurant—until he received a phone call from LCSC asking if he’d fill in as an adjunct professor for the rest of the spring 2016 semester.

“The professor that taught me had quit due to health reasons, leaving two students with no professor to help them complete the program,” said Farrington. “I never in my life thought of myself standing in front of a class imparting my wisdom on the students. I just did it for the experience; I thought it would be nice to have those two classes on my resume, but I ended up absolutely falling in love with the job.”

Five years later, Farrington has taken what his predecessor had on file and added his own twist to it. Initially, he removed the classes he didn’t think were relevant and created a true hands-on connection to industry for each class.



“Once I fell into the world of CTE, I understood how I could connect the industry I’ve been involved with my whole life with helping students get the skills and theory they need to start their own

successful careers,” said Farrington. “I only get them for two years. To the best of my ability, I want to create a real-life connection to what they’ll experience in the industry. That’s why I have them complete a project-based learning outcome in each course.”

Examples of Farrington’s hands-on approach to education include planning a trip around the world in Introduction to Hospitality, creating a business plan for a food truck in Hospitality Managerial Accounting, and designing a restaurant from the ground up in Food and Beverage Management.

“That entails designing a menu, understanding the pricing structure, using desktop publishing applications to design the menu, and presenting the concept to ‘investors,’” said Farrington. The “investors” include bankers, investors and financial planners affiliated with the industry who serve on Farrington’s Technical Advisory Committee (TAC).

“Money spent on training and recruiting is one of the largest expenses employers incur,” said Farrington. “The people on my TAC say they would far rather hire someone who has a good understanding of what the job looks like day in and day out and invest in them than train someone from the ground up and risk high turnover rates.”

It was the desire to reduce turnover that brought Farrington to McCall’s Shore Lodge in 2017. Because of the work Farrington did redesigning his classes—and the partnerships and connections he built in the process—he was invited by the Albertson Foundation and the A. L. Scott Foundation to discuss ways to reduce turnover and improve employee retention at the Shore Lodge.

“They lose almost half of their employees when students go back to school in the fall. They came to me looking for a way for student employees to stay on-site while completing their CTE-driven education,” said Farrington.

After hearing the Shore Lodge’s concerns, Farrington developed a program he calls online, on-site industrial education (OIE). Under his model, the employer provides pay, possible packaged amenities like meals and lodging, and any other additional benefits while the students work on-site getting hands-on, industry-driven training, and completing their degrees. Upon graduation, employers can offer tuition reimbursement as a job perk for every year that student stays on. Farrington has one student piloting his OIE concept this semester.

“For each class, we have to identify specific benchmarks with each student and their supervisor to verify what they’ve accomplished and document that they’ve done sufficient work to earn the degree,” said Farrington. “For example, in the Food and Beverage Management, we can connect the theory of inventory control with evidence of inventory control in practice on the job.”

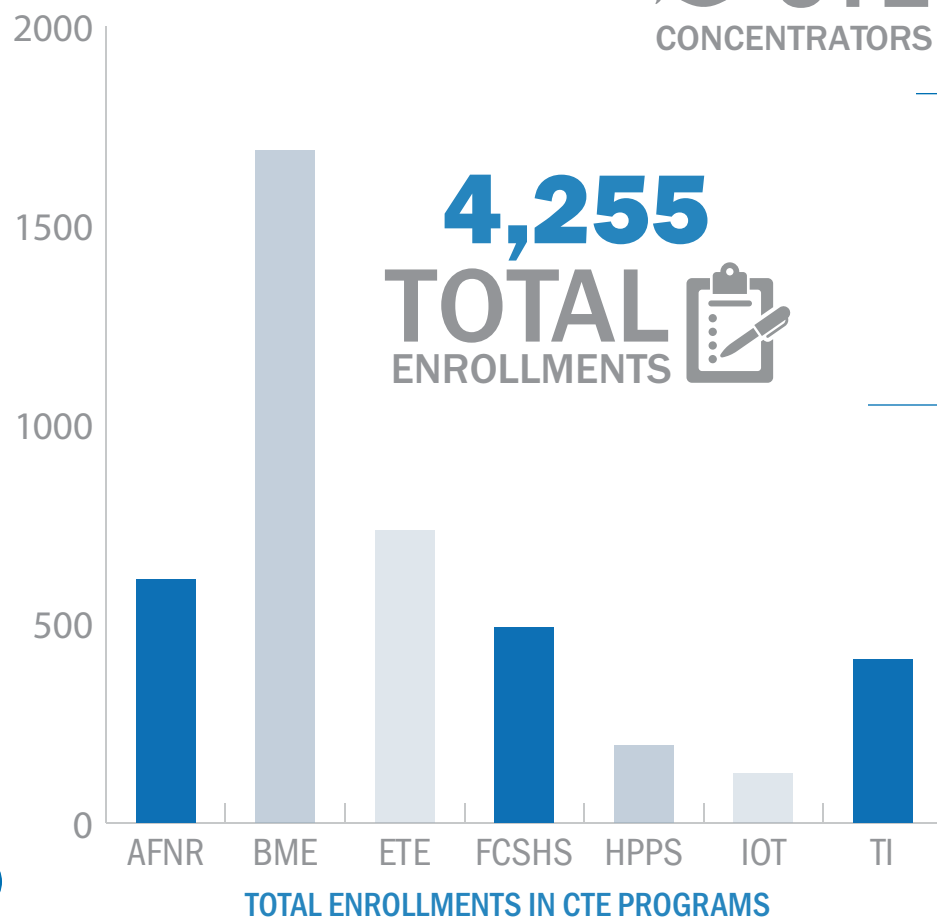
The Shore Lodge is excited about the prospect of using Farrington’s OIE model in practice, and the Sun Valley Resort has expressed an interest in OIE, too. Farrington is excited about what the model can mean for Idaho’s hospitality industry and his students.

“With Idaho being the number one state people are moving to, hospitality and tourism are growing. I truly believe Idaho could be the forerunner in the new, post-coronavirus version of hospitality, travel and tourism education. I want this to become a small, boutique hospitality management program for those up-and-coming celebrities in the field,” said Farrington.

LEFT: Farrington’s students work on plating and presentation. TOP: Farrington dons a chef coat for his Lab Skills Development class, which involves planning and executing events every other week.

region 2

Secondary



193
CTE
CONCENTRATORS

53
TOTAL
PROGRAMS

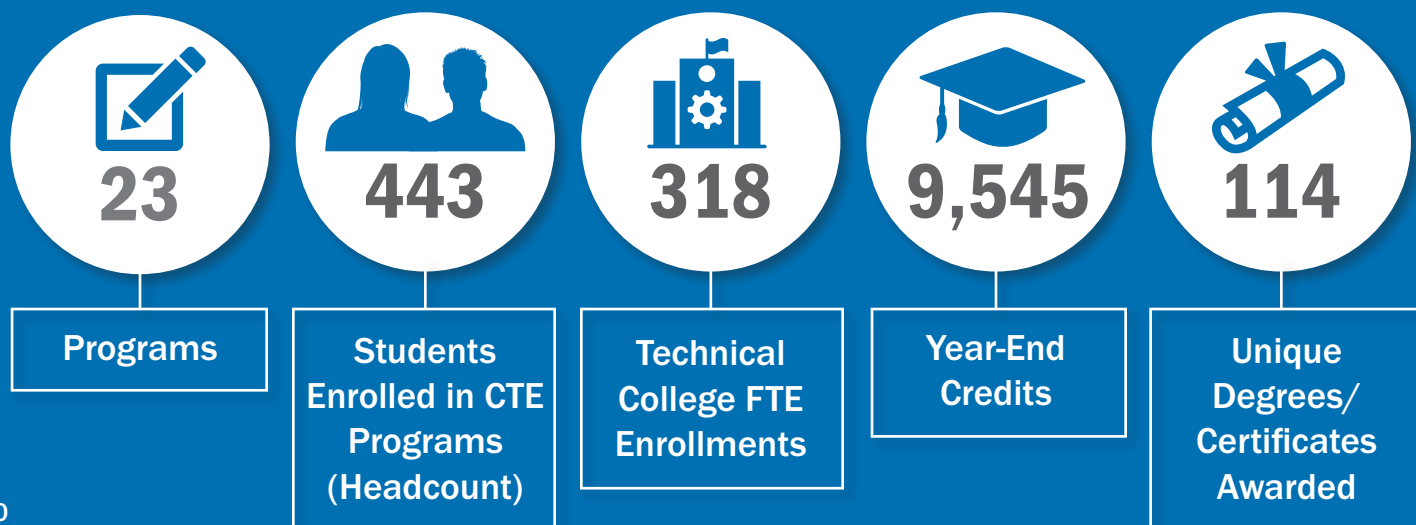
430
SKILL
STACK
BADGES EARNED

19
SCHOOL
DISTRICTS

1
CAREER TECHNICAL
SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—Lewis-Clark State College



Apprenticeships



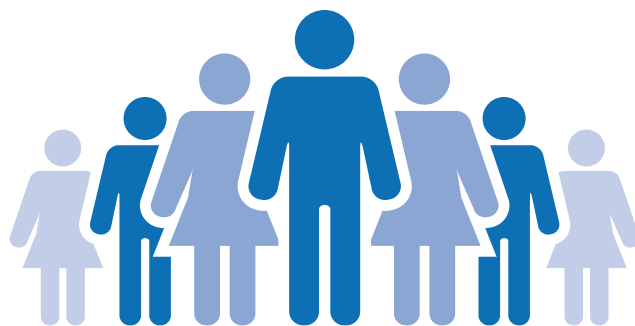
Workforce Training Network

Accomplishments

- 90% of apprenticeship students passed the state journeyman's exam.
- Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAMPS)-accredited paramedic class serves the region's emergency health care providers' needs.

Program Innovations

- Adapted the following courses for distance or hybrid delivery: Assistance with Medications, certified nursing assistant, CPR, emergency medical technician, paramedic, business soft skills, janitorial, electrical, plumbing, heating, ventilation, and cooling apprenticeships.
- Created an online customer service workshop to serve student and industry needs.
- Created an online HIV prevention course for health care workers to help students obtain reciprocity for nurses and nursing assistants in Washington state.
- Created a welding internship to meet student and industry needs.
- Collaborated with the Idaho State Police to provide emergency driver training.
- Made progress in developing a low-voltage electrical technician apprenticeship program.

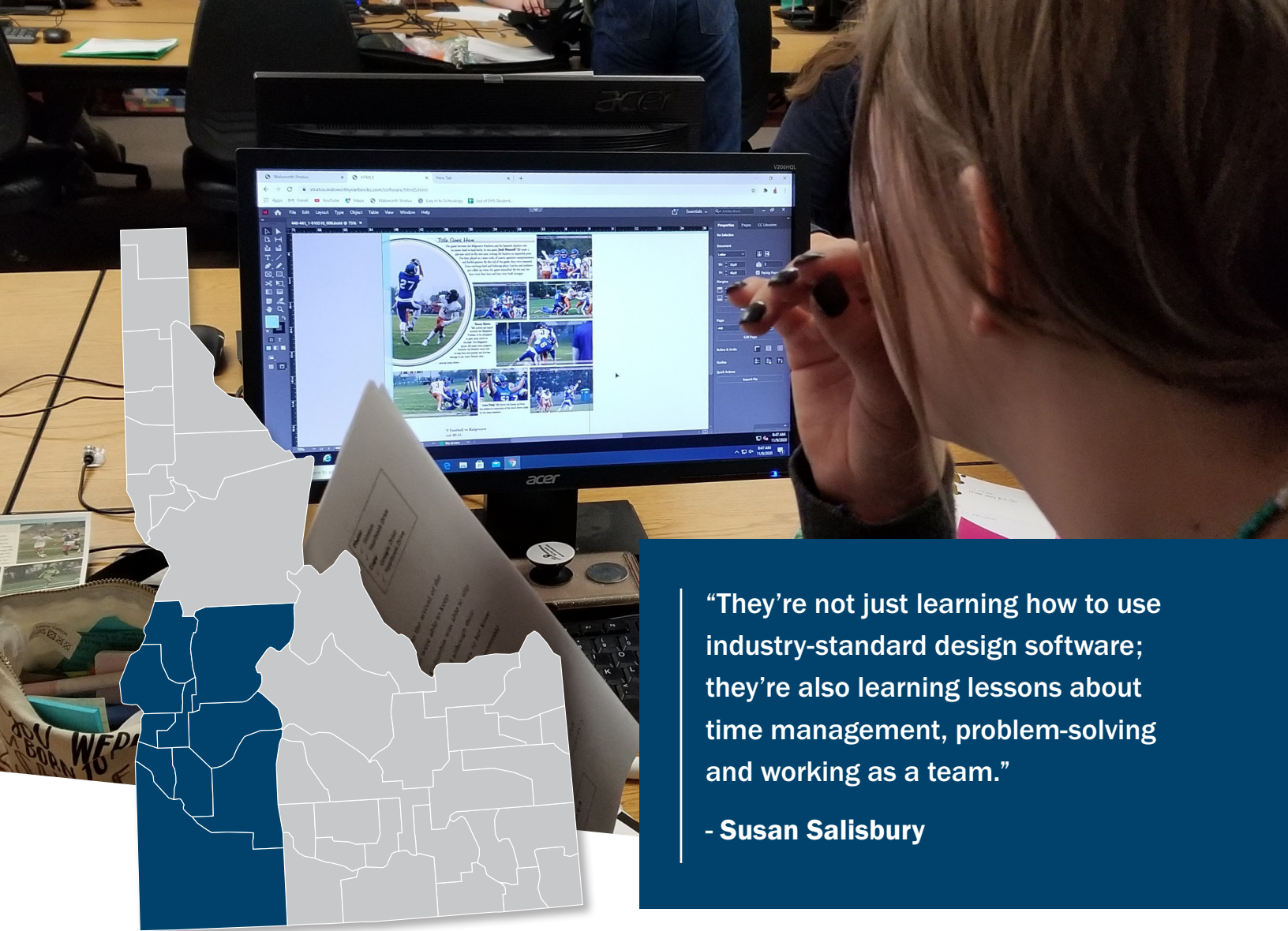


2

REGION

2,893
WTC HEADCOUNT





“They’re not just learning how to use industry-standard design software; they’re also learning lessons about time management, problem-solving and working as a team.”

- Susan Salisbury

Part-time Teaching Becomes Full-time

Calling for Emmett Teachers

When Susan and Rob Salisbury started teaching Career Technical Education in the Kamiah School District, their intent was initially to provide advanced opportunities for their four children.

“The smaller school districts just couldn’t afford those types of teachers,” said Rob. “The administrators came to us and asked what it would take for us to start teaching at the school. At first, we were doing part-time IT work and teaching just a handful of classes to provide an opportunity for those kids. But soon, we both discovered we thoroughly enjoyed working with students and watching them learn.”

The part-time teaching jobs soon became a full-time calling, and when Dr. Bill Knickrehm invited the Salisburys to move from Kamiah to Emmett to start the Payette River Regional Technical Academy (PR2TA) in 2010, they jumped at the chance, with Susan teaching the graphic design classes and Rob teaching pre-engineering.

Early on, the Salisburys were committed to providing hands-on instruction and collaborating with Emmett High School (EHS) and the community to give their students real-world experience. They were also committed to empowering students to be self-directed and accountable for their progress.

“They’re not just learning how to use industry-standard design software; they’re also learning lessons about time management, problem-solving and working as a team,” said Susan. “For example, my graphic design kids are completely responsible for laying out the EHS yearbook. The editor assigns stories and sets deadlines, not me, and the editor does daily round-robins to chart their progress.”

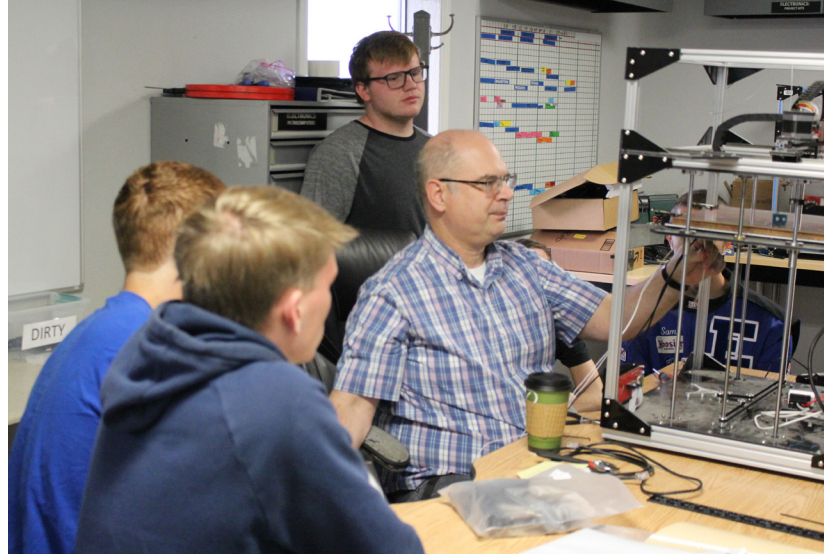
When PR2TA started, five of the classes were housed in mobile units on the EHS campus, and the engineering classes were held two miles off-site. Teachers and students had to get creative to ensure they could make the most of transportation time to and from EHS.

“We adopted the Agile methodology to review what we did the day before, and what we would be working on that day on the bus,” said Rob. “Students could also ask questions and troubleshoot, so when they arrived on-site, they were ready to work. And on the way back, we’d review what we did and discuss what we’d be doing the next day.”

Over a decade of dedication to quality instruction and real-world skills paid off during the 2018-2019 school year,* when both the graphic design and pre-engineering programs earned Distinguished status in IDCTE’s CTE program awards. Both programs had a 100% Technical Skills Assessments (TSA) participation rate, and a 100% pass rate for both the TSA and the Workplace Readiness Assessment.

Interest in what the Salisburys and other teachers at PR2TA were doing continues to grow, and so do their programs. In May 2020, the PR2TA board of directors seized the opportunity to purchase the old USDA building complex on Highway 16 and consolidate all the programs into one campus. Over the summer, all the PR2TA teachers worked together to assist with moving, painting and setting up classroom and lab areas.

“We are so proud of the efforts made by our teaching staff to ensure that face-to-face learning would take place beginning in August,” said Patti O’Maley, CTE coordinator for PR2TA.



Rob echoes O’Maley’s sentiment.

“We [the teachers] knew that every dollar we saved in moving and doing the work ourselves could go back into the programs, so we were only too happy to do so,” said Rob.

In fall 2020, six of the programs were moved to the new campus, and plans are in the works to remodel the kitchen to accommodate the culinary arts program and construct new buildings for auto shop, welding and agricultural science. An aviation-based curriculum is in the works, and a Cessna 150F was recently donated to PR2TA for future course offerings.

While coordinating schedules between activities at EHS and classes at PR2TA is still a challenge, students and teachers are loving the convenience of being located on the same campus—and the indoor plumbing.

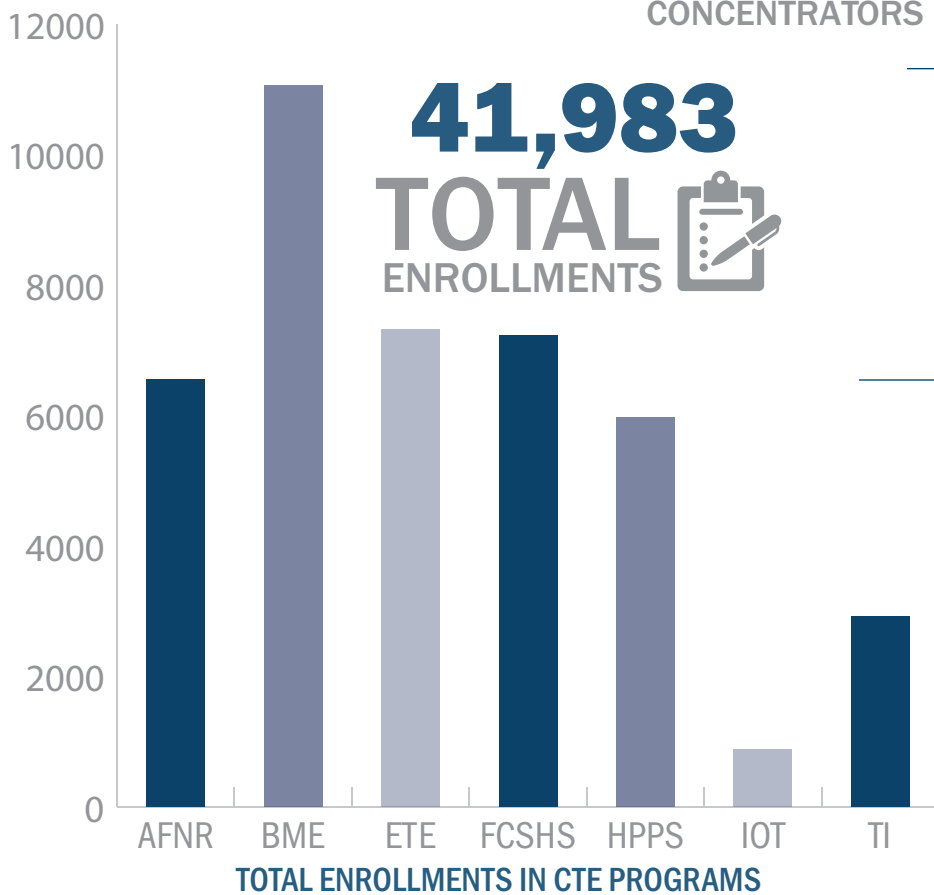
“You take for granted things like not having to go outside to use the bathroom,” said Susan. “Or, we used to have to schedule meetings with other teachers, and now we can just pop down the hall.”

**Due to the coronavirus, no assessments were conducted during the 2019-2020 school year.*

LEFT: One of Susan’s students reviews the yearbook layout for EHS. TOP: Rob and his students enjoy hand-on learning in pre-engineering.

region 3

Secondary



3,253
CTE
CONCENTRATORS

295
TOTAL
PROGRAMS

3,970
SKILL[®]
STACK
BADGES EARNED

60
SCHOOL
DISTRICTS

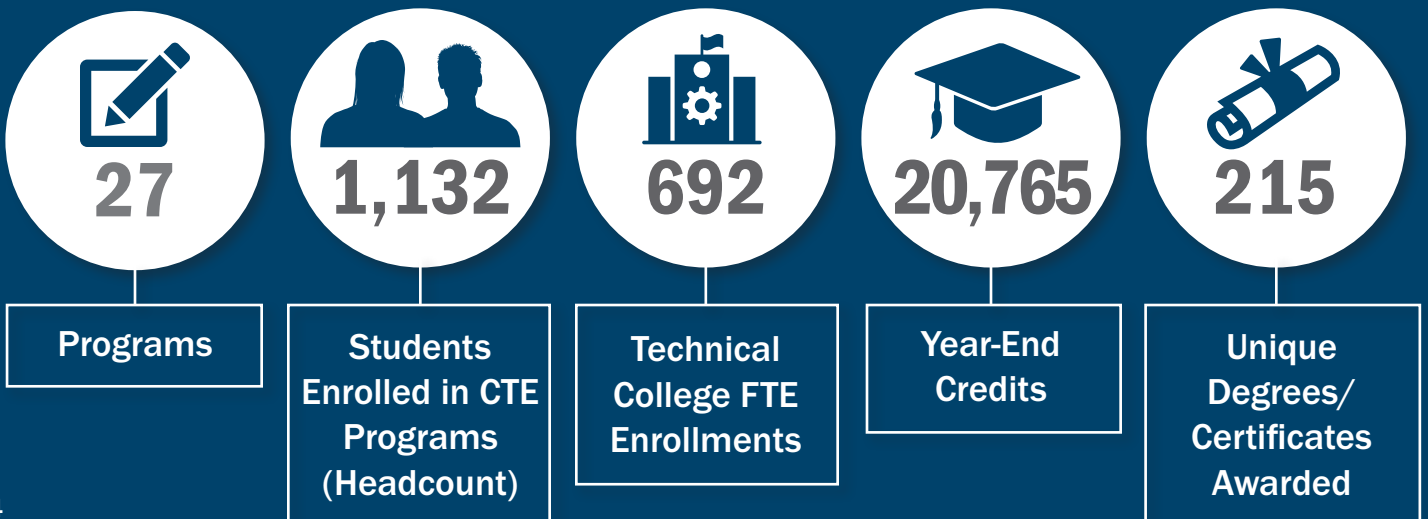
8
CAREER TECHNICAL
SCHOOLS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

REGION

3

Postsecondary—College of Western Idaho



Apprenticeships



Workforce Training Network

Accomplishments

- Received the 2019 Learning Resources Network International Award for Excellence in Management Practice.
- Transitioned Assistance with Medications class from face-to-face to online delivery.
- Enrolled 1,773 students in HVAC, electrical, plumbing and apprenticeship courses and tests.
- Launched Jobu online career resource, powered by Jobu Jobs, to pair skilled and workforce-ready students, graduates and alumni with available job openings at local businesses and organizations.

Program Innovations

- Created new courses for medical billing, mental health technicians, patient care technician and substance abuse counselors in partnership with CareerStep.



6,029

WTC HEADCOUNT

3

REGION



CTSO Highlights

Idaho's Joint Student Leadership Team



FRONT ROW (left to right): Kayla Hutchings, Cassidy Boyce, River Steadman, Olivia Swainston, Madison Healy, Abegayle Black, Nathan Stastny, Clayton Beene, Cade Brackett, Garrett Christenson, Alfredo Cosio, Jack Johnston, Gabriel Olsen, Shea McGuire, Ryder Schone, Carol Morrison, Lauren Auer, Daniel Brereton, Ryan Ripley, Jared Sherman, Rilee Moore, Elizabeth Danielson. BACK ROW (left to right): Michael Wilson, Bailey Grove, Audrey Godfrey, Riata Chandler, Kathryn Cox, Keegan Ward, Kaden Purcell, Ivy Myles, Sydney McRoberts, Jace Harris, Alexia Shartzter, Charlotte Brockman, Natalie Wardle, Madison Popwell, Kamila Rhoades, Gretchen Pals

Career Technical Student Organizations (CTSOs) are intra-curricular programs designed to help students develop skills and connections needed for their future careers. They're also a key component of quality CTE programs. CTSOs provide opportunity for students to develop leadership skills through chapter, community and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

- 420 total chapters
- Over 13,000 total affiliated members
- 2,889 State Conference attendees
- 289 National Leadership Conference, International Leadership Conference or International Career Development Conference attendees
- 4 National/International Officer candidates
- 1 National/International Officer elected

Accomplishments:

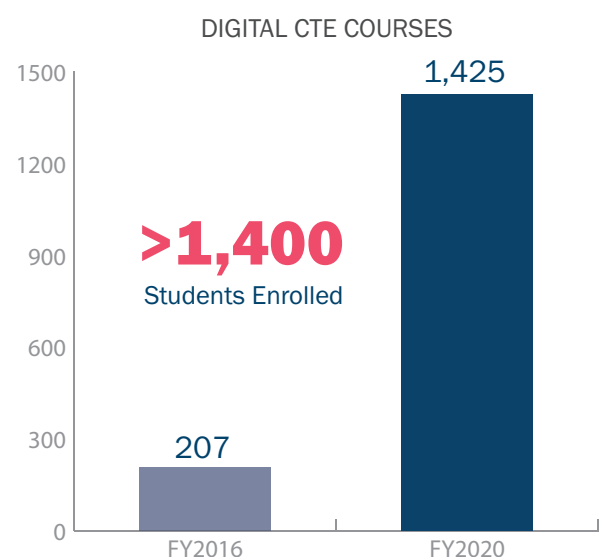
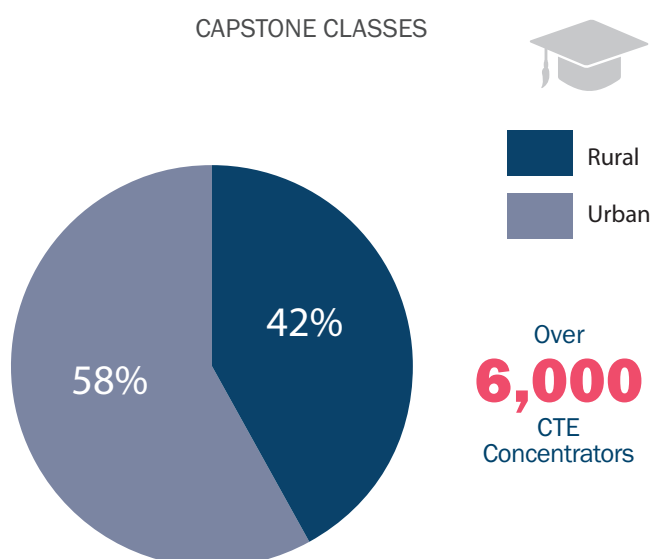
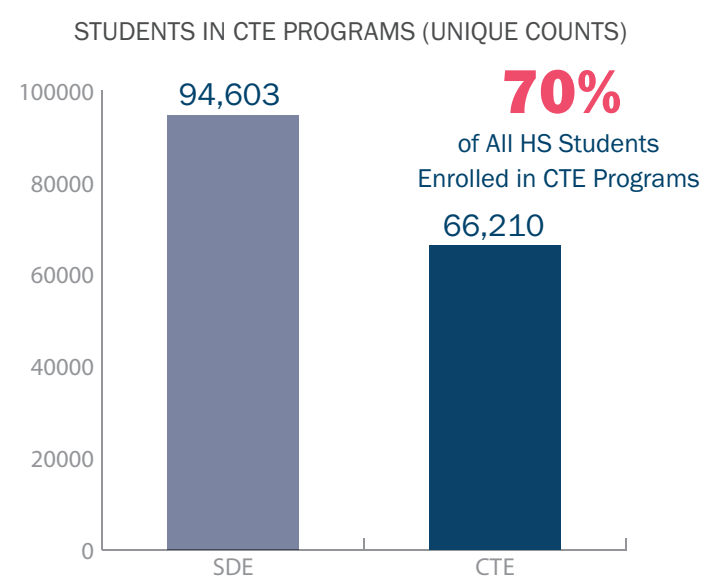
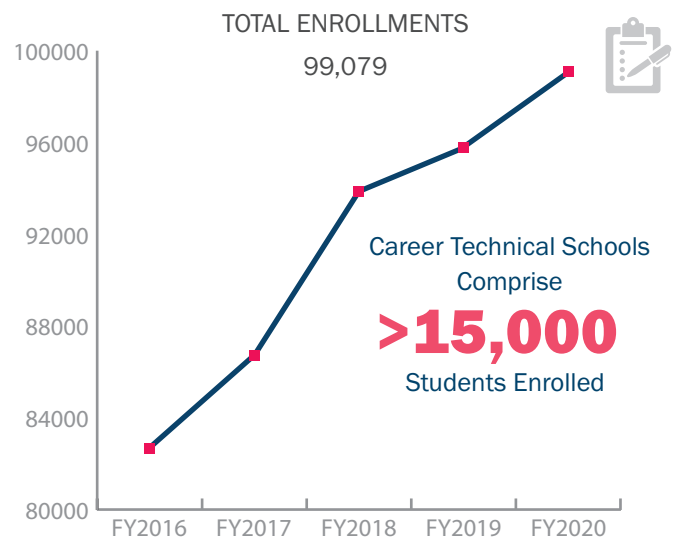
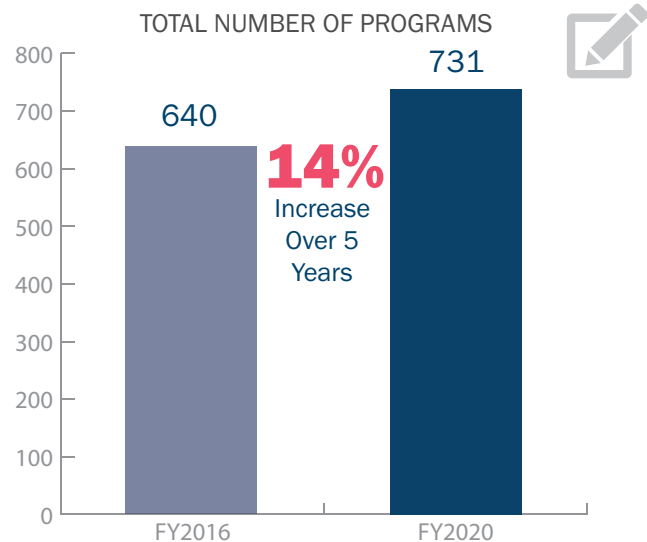
- **BPA:** 277 students qualified for nationals, and 30 students earned the Ambassador Torch Award.
- **FCCLA:** Earned 22 national Power of One Awards.
- **FFA:** Raised \$22,000 in the tractor raffle for scholarships, which is about \$1,000 per member; earned 273 State Degrees and 51 American Degrees.
- **DECA:** Won the nationwide AT&T Later Haters Challenge, in which states competed against each other for the most online pledges to combat bullying.
- **HOSA:** Earned 30 international awards.
- **SkillsUSA:** Received the 2020 Gold-Level Standards of Excellence Award for the first time. This indicates Idaho met all accomplishments and standards this year.
- **TSA:** Earned three Honor Cords, which indicates members met challenging academic, leadership and service requirements.



IDAHO



Secondary Statewide Summary

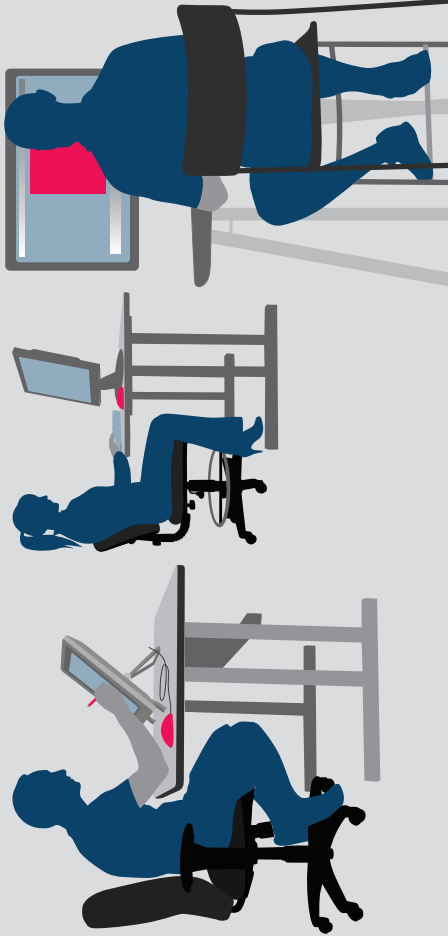


IDAHO

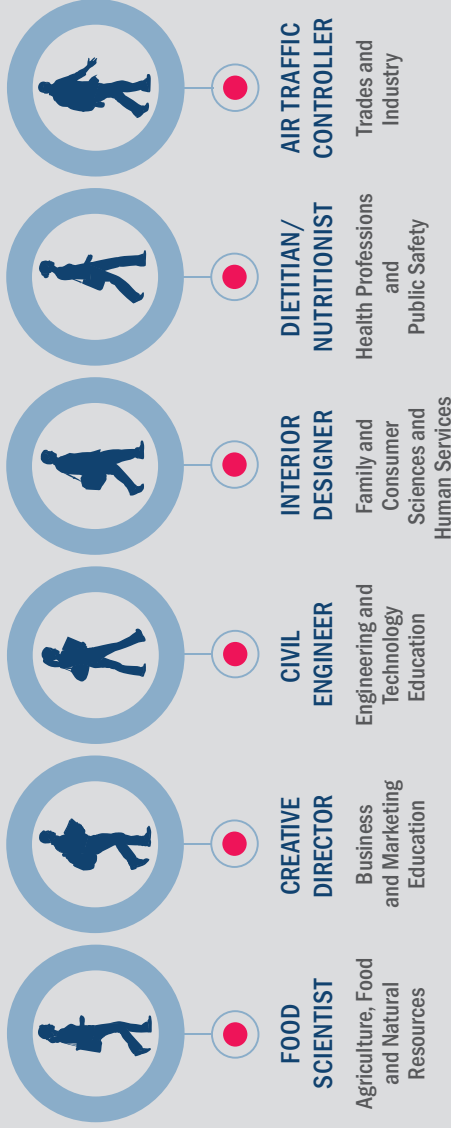
Career & Technical Education



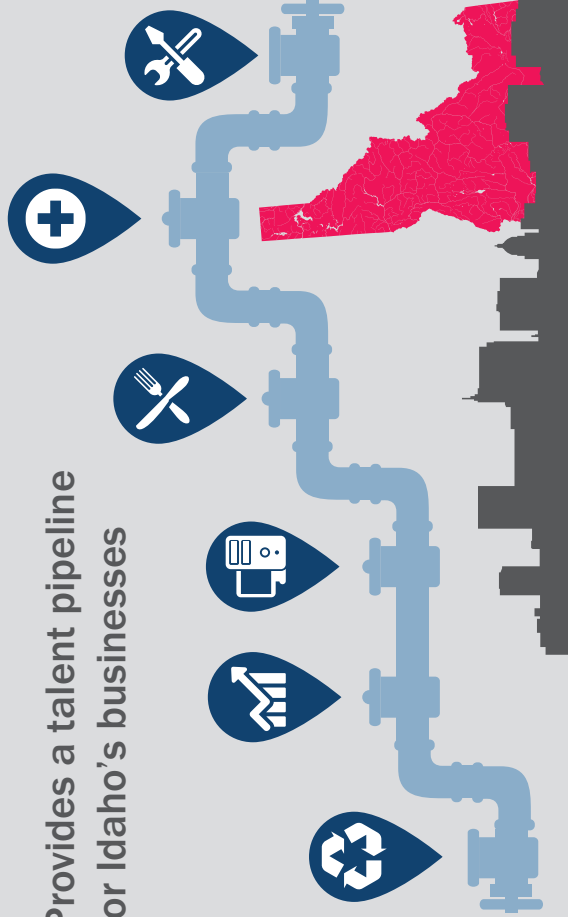
Makes education meaningful through applied learning



Connects students to real careers



Provides a talent pipeline for Idaho's businesses



secondary

731 TOTAL PROGRAMS



31%



17%

15%

19%

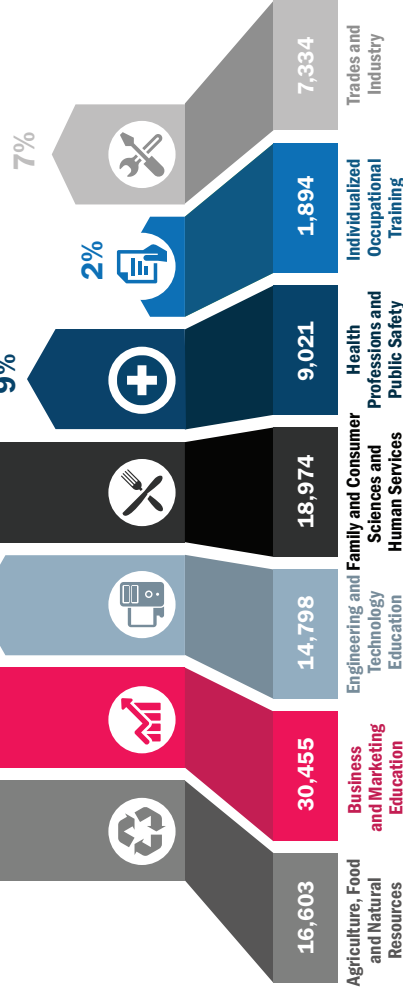
8%

99,079 TOTAL ENROLLMENT
(includes duplicates)



144 SCHOOL DISTRICTS

17 CAREER TECHNICAL SCHOOLS



97%

OF HIGH SCHOOL CTE CONCENTRATORS FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION OR JOINED THE MILITARY

94%

OF CTE CONCENTRATORS GRADUATED FROM HIGH SCHOOL

650 W. State St., Suite 324
Boise, Idaho 83702
208-334-3216
cte.idaho.gov

postsecondary

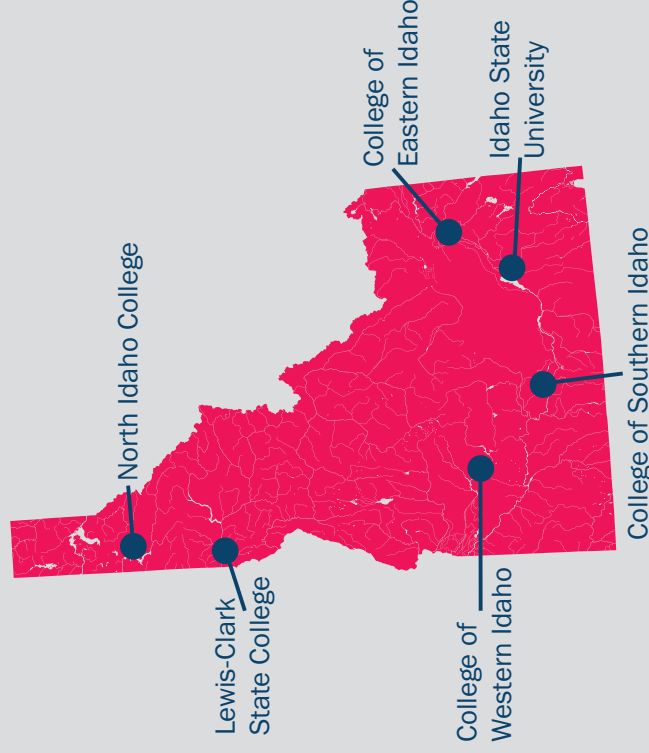
45,300 TOTAL ENROLLMENT

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES

5,402 ASSOCIATE OF APPLIED SCIENCE DEGREES EARNED

39,898 SERVED THROUGH WORKFORCE TRAINING



59%

OF HIGH SCHOOL CTE CONCENTRATORS WENT ON TO COLLEGE COMPARED TO 38%* OF ALL IDAHO GRADUATES

*Lower enrollment due to coronavirus.

95%

OF TECHNICAL COLLEGE COMPLETERS FOUND JOBS, CONTINUED THEIR EDUCATION OR JOINED THE MILITARY


70% OBTAINED EMPLOYMENT RELATED TO THEIR CTE TRAINING

Postsecondary Statewide Summary


162
TOTAL
PROGRAMS

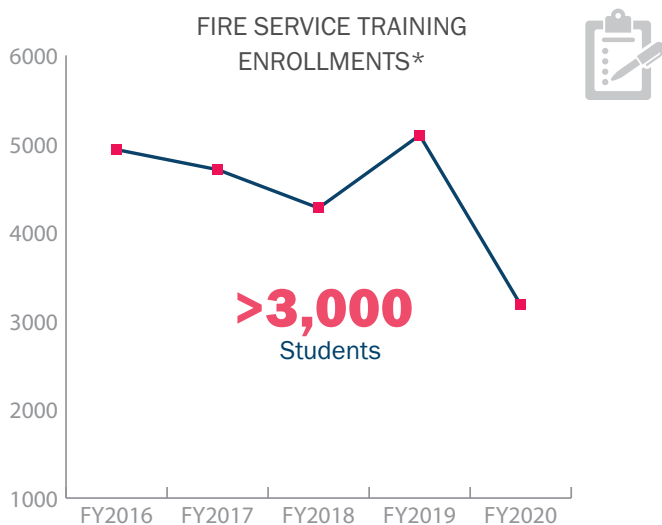
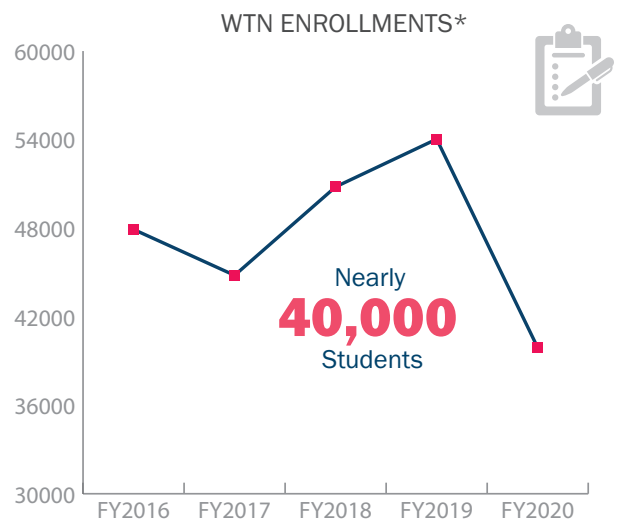
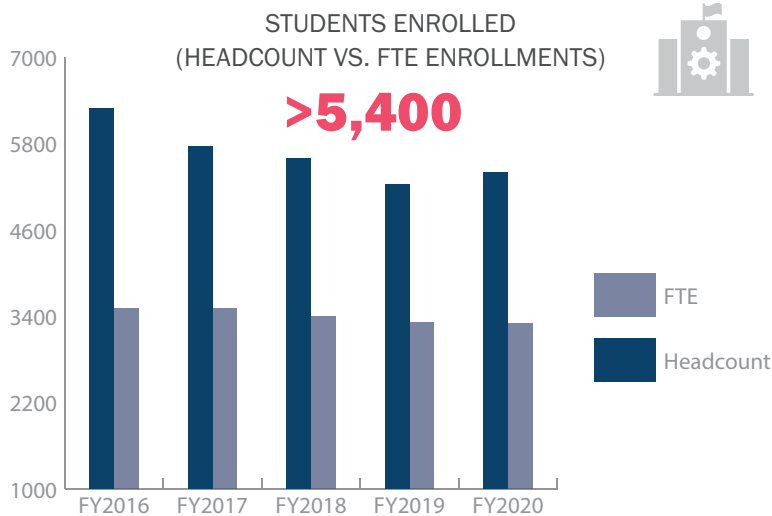


>99,000
YEAR-END
CREDITS



 **1,600**
DEGREES/
CERTIFICATES
AWARDED

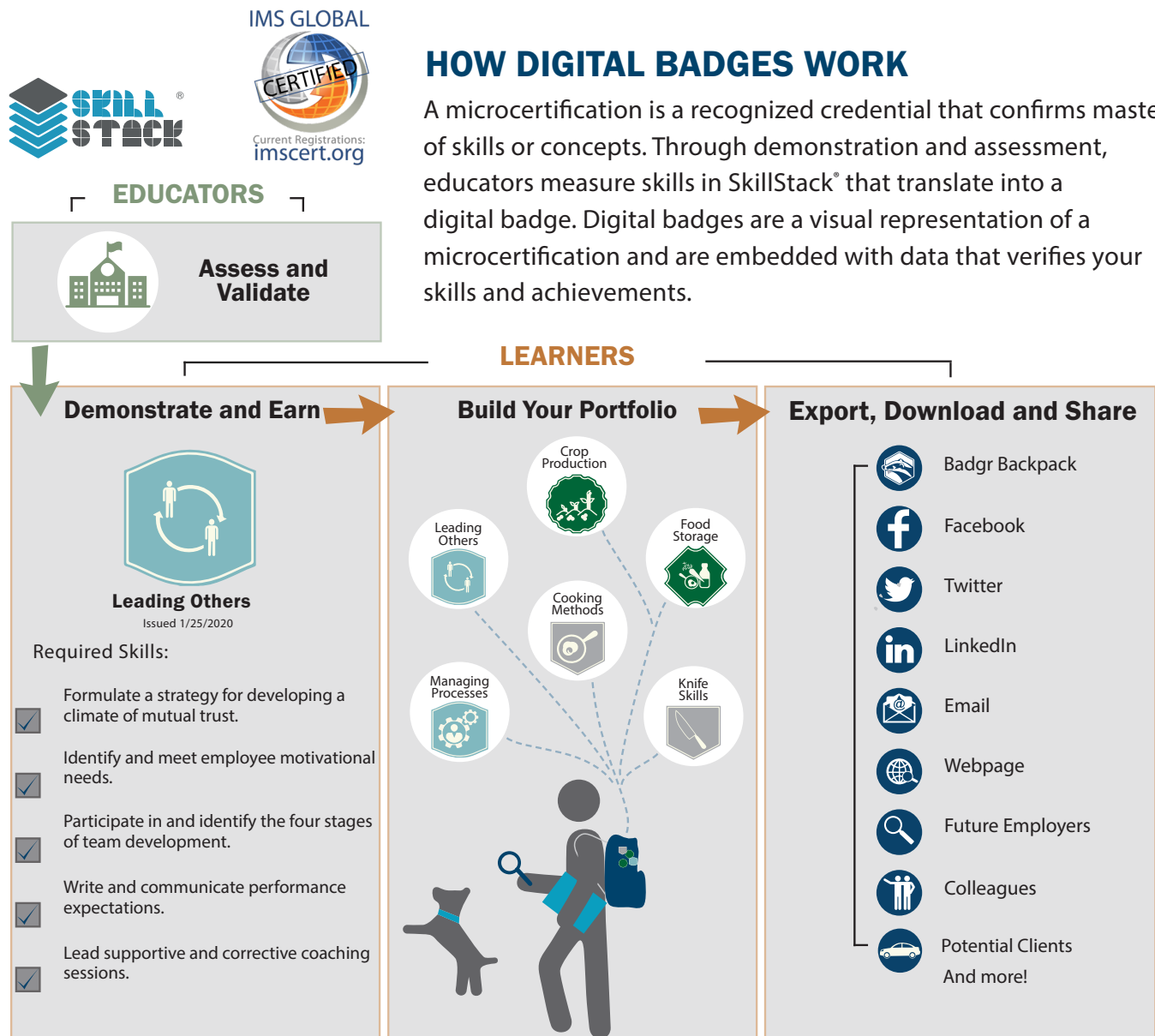
>4,000
CLIENTS SERVED IN
ADULT 
EDUCATION



About SkillStack®

SkillStack® is a microcertification platform that allows Idaho's educators to validate skills and lead to industry-relevant digital badges and/or college credit.

In 2020, IDCTE became Open Badge certified through IMS Global Learning Consortium, a world-leading nonprofit organization dedicated to advancing technology that can affordably scale and improve educational participation and attainment. This distinction enhances the value of badges and gives IDCTE a larger voice in the global badging community. Open Badges can be displayed, stored and shared on multiple systems, including badging platforms, learning management systems and social media sites.





“I love my job. I love getting to work with plants and watch them change throughout the year.”

- Ellie Garrard

CTE Helps Horticulture Student’s Passion and Career Bloom

REGION

4

Ellie Garrard didn’t set out to be a horticulturist. When she graduated from Burley High School in 2017, she chose to go to the College of Southern Idaho (CSI) because it was close to home. She was introduced to the idea of horticulture from one of the leaders of her youth group at church who had a degree in horticulture, and Garrard was fascinated with the massive gardens she kept.

“I liked that she could make her own schedule, and she really inspired me to work with plants,” said Garrard.

But it was not the image of perfect gardens that made Garrard decide to pursue a degree in horticulture herself—it was the idea of climbing trees with a chainsaw.

“I’m kind of a small person; I’m just five feet tall,” said Garrard. “But the thought of someone like me being able to climb a tree with a chainsaw like any big, burly man kind of excited me.”

Garrard soon fell in love with the different ways to climb trees. Her professor, Chance Munns, taught her how to tie different knots and use lanyards to climb trees. For one class, Garrard got to climb one of the biggest cottonwood trees on campus; she was one of the only students to reach the top.

“I was so excited! It made me want to buy climbing equipment and a chainsaw,” she said.

To make sure horticulture was a good fit, Garrard interned for a tree pruning service one summer. She learned how to completely take down trees, install sprinkler systems and lay sod.

“I loved it, but it was really hard on my body,” she said. “In the process, I discovered I was really good at pruning fruit trees, though.”

While Garrard pruned fruit trees for friends and neighbors while she was going to CSI, she had no idea it would eventually play a large role in her career. When Garrard graduated from CSI with an Associate of Applied Science degree in horticulture in the spring of 2019, she moved home for a few months to plot out her next move. Her mother ran into an acquaintance from church who owned Teton Trees. They had an opening for a pesticide applicator that had gone unfilled for months.

“As it turned out, pesticide application was the only class I wasn’t able to take at CSI,” said Garrard. “But the position had been open for several months, and they said they were willing to train me, so I took it.”

At first, Garrard was hesitant because the pest control side of horticulture was so new to her.

“I also didn’t know how much I’d remember from school. I didn’t know the names of all the weeds and leaves or how to determine what kind of bug was causing damage, but I kept at it,” Garrard said.

Her hard work paid off, and Garrard was soon promoted to assistant grower of plant health.

“When I realized I did have the training and knowledge that were needed in a plant health position, those skills—like pruning—really came back,” she said.

In fact, Garrard wrote Teton Trees’ employee pruning guide to ensure all pruning crews were following the same standards companywide.

“At our smaller location, we only have one or two pruning crews, but in Paul, there are three or four pruning crews, and many of them only speak Spanish,” Garrard said. “I wrote the guide and worked with some translators to ensure all our employees were following the same standards.”

Like the plants she tends, Garrard is thriving in her new role.

“In horticulture, there’s a lot of on-the-job training, and we learn a lot from consultants,” said Brett Bingham, Teton Trees’ general production manager and Garrard’s supervisor. “Ellie has a great attitude, and she caught right on. She helps with soil fertility, plant health and pesticide application. She knows what to look for and communicates with other professionals to get her job done.”

Garrard may not have set out to grow picturesque gardens, but as it turns out, she’s still surrounded by beauty.

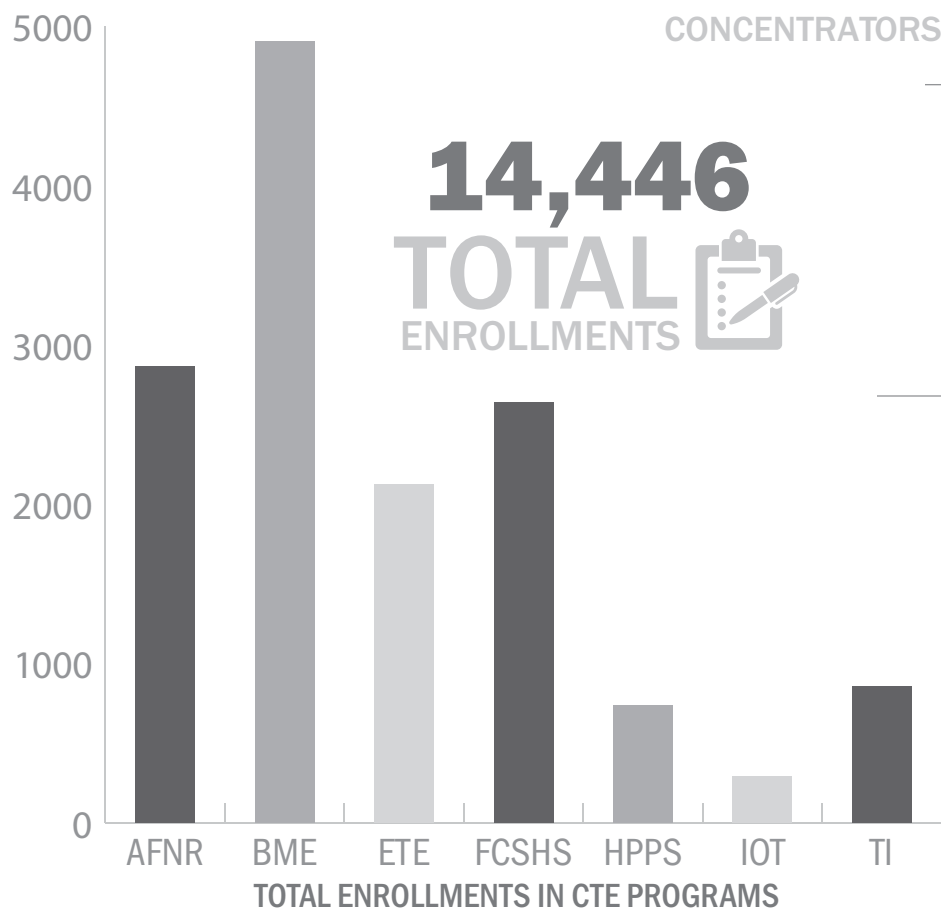
“I love my job. I love getting to work with plants and watch them change throughout the year. In the shrub yard in the fall, the color stays pretty for a long time,” said Garrard. “I’m always surrounded by acres and acres of pretty plants.”



LEFT: Garrard has fallen in love with her job as an assistant grower of plant health. BOTTOM: Some of the “acres and acres of pretty plants” Garrard tends.

region 4

Secondary



692
CTE
CONCENTRATORS

114
TOTAL
PROGRAMS

870
SKILL[®]
STACK
BADGES EARNED

30
SCHOOL
DISTRICTS

1
CAREER TECHNICAL
SCHOOL

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Southern Idaho

REGION
4

44

Programs

1,035

Students
Enrolled in CTE
Programs
(Headcount)

726

Technical
College FTE
Enrollments

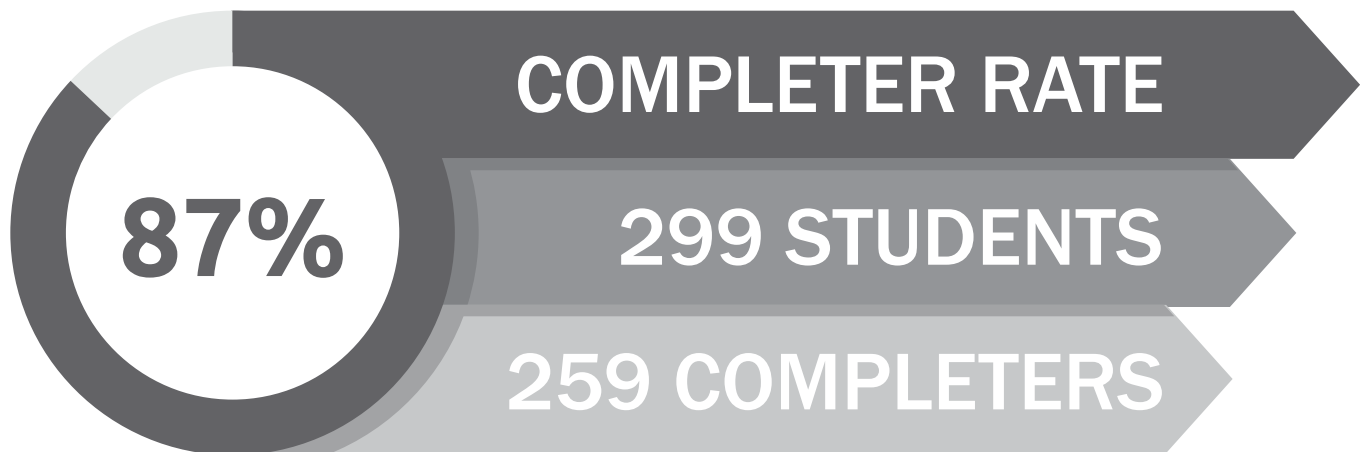
21,770

Year-End
Credits

366

Unique
Degrees/
Certificates
Awarded

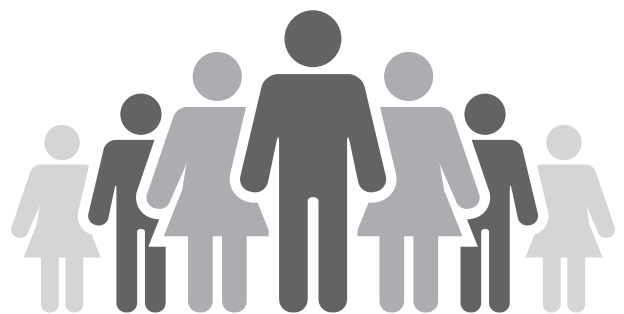
Apprenticeships



Workforce Training Network

Accomplishments

- Received 16 applications for the AAS apprenticeship degree for partnership with Idaho Power.
- Provided a series of free webinars to ease the transition to working and learning at home (e.g., how to teach online, how to homeschool your kids, how to manage the stress, etc.).
- Collaborated with school districts and local educators to provide professional development credits for Idaho teachers.
- Developed a hybrid training structure for popular safety courses to support social distancing while improving access for rural communities.
- Improved communication with the Hispanic community by developing a Spanish workforce catalog.



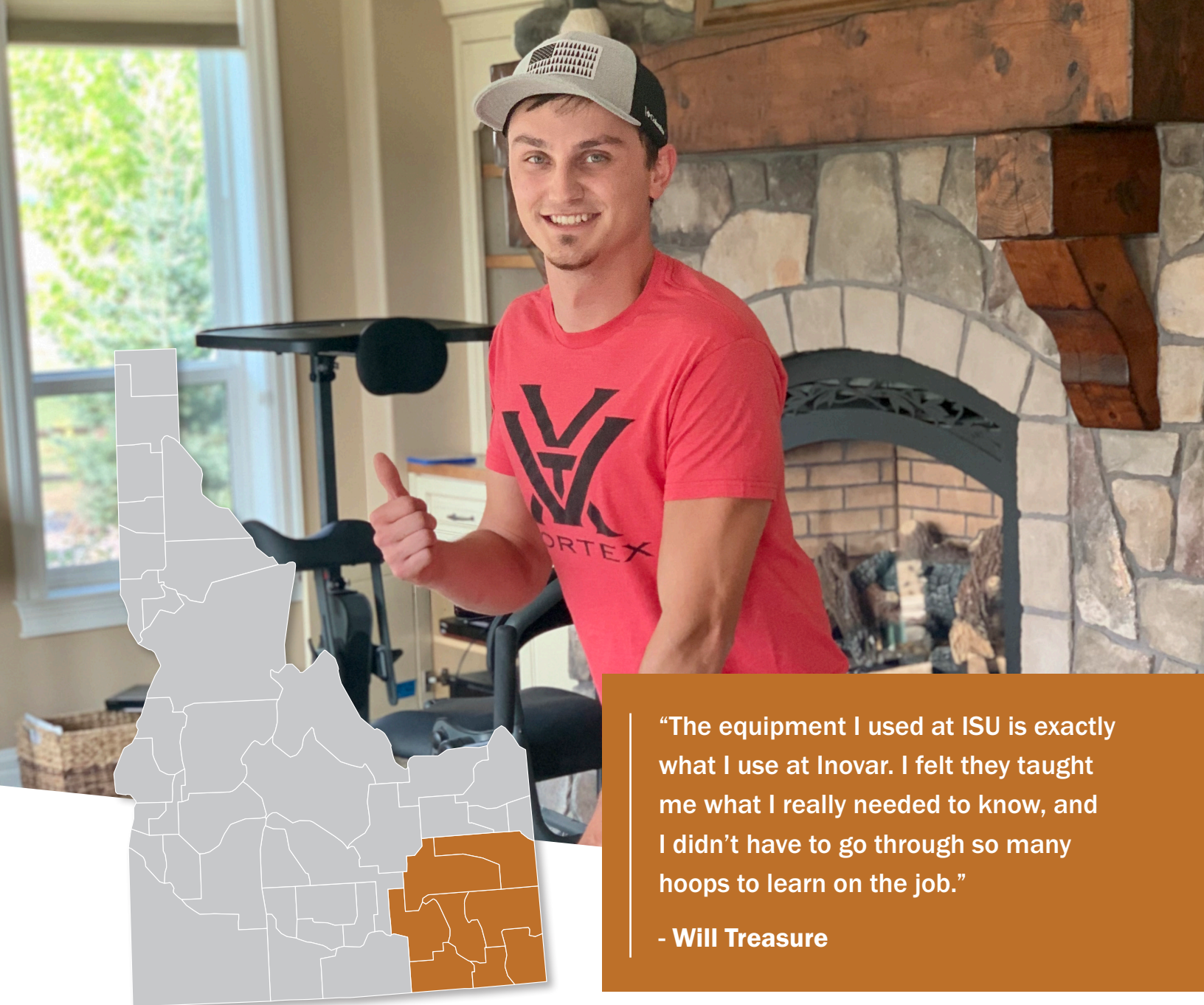
5,034

WTC HEADCOUNT

Program Innovations

- Completed beta testing for delivering CNA training via live simulation clinicals to provide help for the heavily impacted long-term care industry during the pandemic.
- Moved Assistance with Medications and Certified Family Home courses online to allow facilities in lockdown due to the coronavirus the ability to train new employees.
- Created new courses for the emerging leadership program using microcredentials, an RN to paramedic program, a train the trainer program on key safety skills, a conflict management series, a leaders' lunch and learn series, HIPAA compliance training, advanced EMT training for remote fire departments, a recovery coach training in partnership with Recovery Idaho, qualified rigger and signal person training and trenching and excavation competence training.





“The equipment I used at ISU is exactly what I use at Inovar. I felt they taught me what I really needed to know, and I didn’t have to go through so many hoops to learn on the job.”

- Will Treasure

ISU Robotics Program Prepares Grad for Career and Promotions

After a dirt biking accident left Will Treasure paralyzed from the waist down, he had to re-evaluate his decision to go into mechanical engineering.

Treasure’s father, Dave, used to teach welding at ISU’s College of Technology, so he grew up on the ISU campus.

“My dad was always showing me programs at the College of Technology, and I always thought it was a cool place,” said Treasure. “I knew I needed a career where I didn’t

have to lift anything, so my dad encouraged me to check out the robotics program.”

Instructors Shane Slack and Geran Call gave him a tour, and Treasure was hooked.

“At first, I thought it was really nerdy, but the lab had interesting stuff like a real R2-D2, drones, and a 3D printer. The more I thought about it, the more I realized that robotics is part of everything. It’s in your phone; it’s in

your car; it's in anything electronic. I felt like the program could teach me to fix just about anything, and there was no shortage of job opportunities," said Treasure.

The six-semester program did not disappoint.

"The instructors really know their stuff. One day, I was trying to figure out some coding. Shane looked at it and said, 'That's pretty good,' but then he showed me some tips and tricks and I was able to cut the code in half."

In addition to small class sizes, hands-on projects, accessible instructors and progressively more complicated coursework and projects, Treasure also appreciated the collaboration between other programs at the College of Technology.

"All of the trades and techs are really well put together," said Treasure. "You see all the programs working together and willing to help one another."

Treasure completed his degree in robotics and communications engineering systems technology in the fall of 2018—and he had a job lined up after graduation.

"Around the fifth or sixth semester, they encouraged us to start looking for jobs. Shane helped us with our resumes, and they were constantly bringing in potential employers for on-site interviews," said Treasure. "It was really easy to find a job because these employers had such good experiences with previous graduates."

Treasure accepted a position at Inovar in Logan, Utah, specializing in electronic manufacturing services for military and medical equipment. At first, Treasure worked as a service technician fixing boards at the component level. Thanks to the program at ISU, Treasure feels he was well prepared for the job.

"They expected so much out of us, and they always wanted us to do things the right way," said Treasure. "The equipment I used at ISU is exactly what I use at Inovar. I felt they taught me what I really needed to know, and I didn't have to go through so many hoops to learn on the job."

The combination of being well-prepared for his career and passionate about his work led to Treasure being offered a promotion in November 2020.

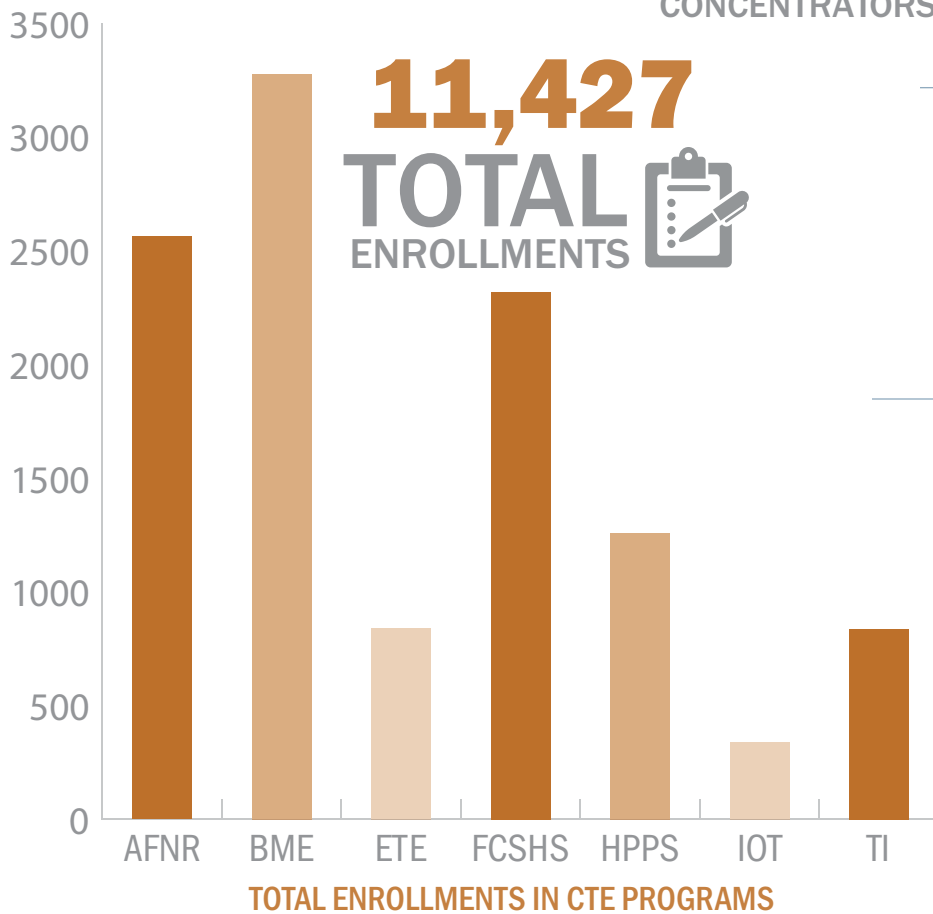
"Drawing schematics at school and knowing how things functioned at work helped me get this promotion," said Treasure. "I started at Inovar with another classmate. A lot of people asked us where we went to school because they wanted more employees like us. I have nothing but good things to say about my experience at ISU."

LEFT: After a dirt bike accident left him paralyzed, Treasure discovered a promising career in robotics. BOTTOM: The William M. and Karin A. Eames Advanced Technical Education and Innovations Complex opened in October 2020. This stunning new 220,000-square-foot facility will serve as a state-of-the-art technology and research complex, focused on expanding College of Technology programs and providing space for related research.



region 5

Secondary



700
CTE
CONCENTRATORS

82
TOTAL
PROGRAMS

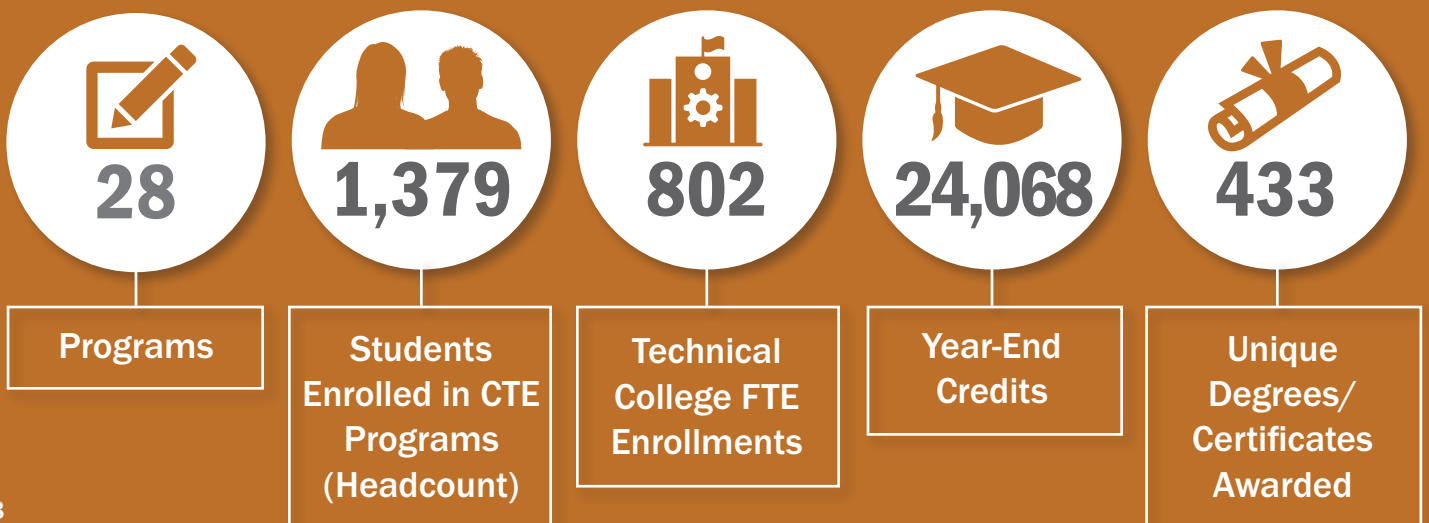
563
SKILL
STACK
BADGES EARNED

19
SCHOOL
DISTRICTS

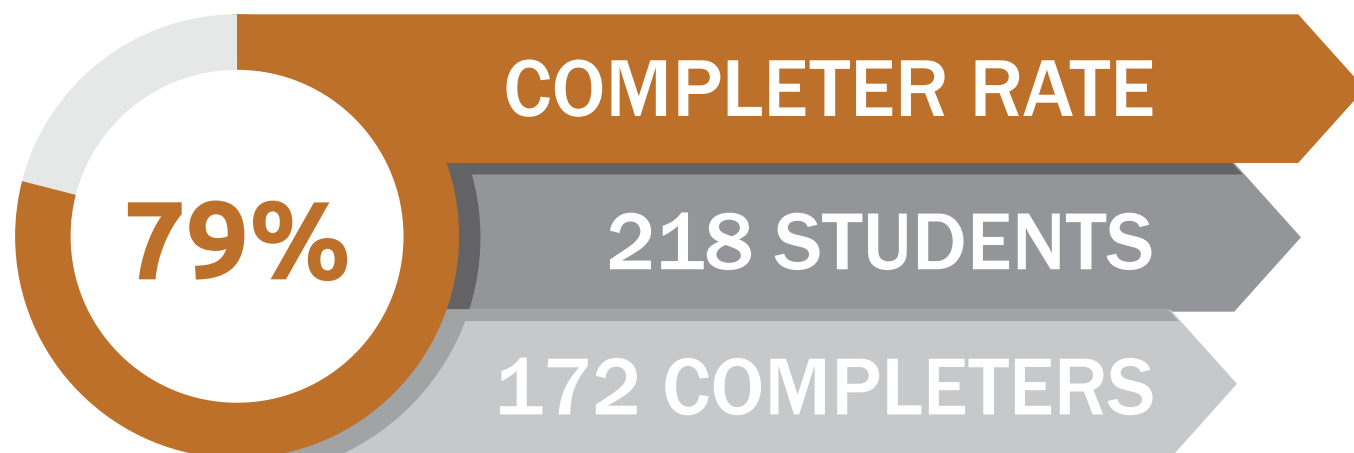
3
CAREER TECHNICAL
SCHOOLS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—Idaho State University



Apprenticeships



Workforce Training Network

Accomplishments

- Easily achieved the transition to online-only delivery for traditional trade apprenticeships due to the coronavirus.
- Created a leadership program for the City of Pocatello to include process improvement training and front-line leadership development.
- Provided customized Microsoft Excel training for the CoreBrace leadership team.

Program Innovations

- Developed basic medication awareness training, including online formats in English and Spanish, for Certified Family Home.
- Lengthened the certified nursing assistant course with an English as a second language option.
- Created new courses in online Assistance with Medications, grief recovery methods and mental health first aid.



6,365

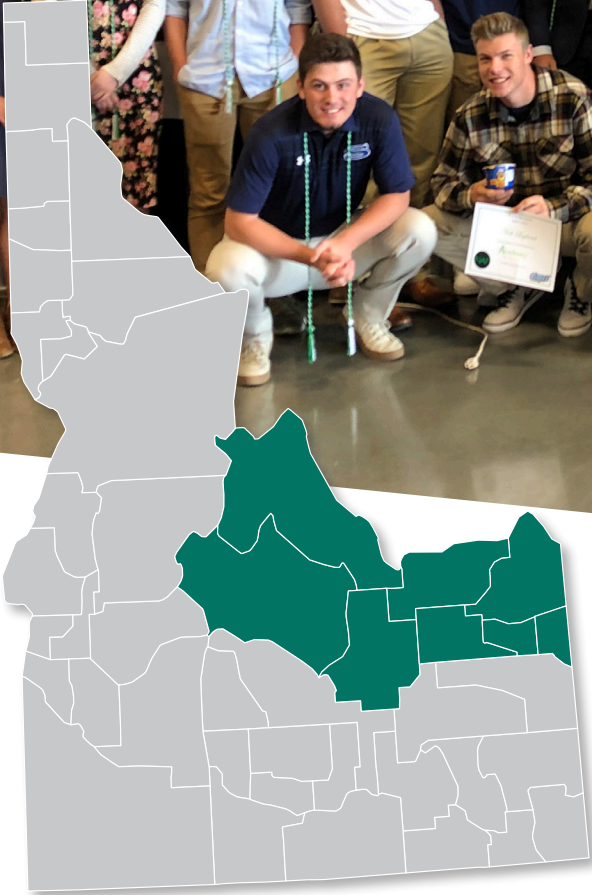
WTC HEADCOUNT



**Idaho State
University**

5

REGION



“We are super excited to reach the Distinguished level. The kids who have participated in the program understand what that distinction means. We want to maintain that status and keep providing this opportunity for our students.”

- Bev Hott

Finance Program Receives National Accolades

When Bev Hott started teaching business classes at the Career Technical Center at Skyline High School in 2008, only 12 students were enrolled in her accounting class.

“I taught a web course, a video course and accounting. There was no pathway or progression of courses and students started to ask, ‘Why am I taking this if it doesn’t lead anywhere?’” said Hott.

Hott, an educator with 28 years’ experience, was convinced that the answer to that question lay in giving students the classes they needed to succeed, not necessarily the courses they wanted to take. She also knew students would be more interested in her courses if they were sequenced in a way that related to the careers they were interested in.

After conducting extensive research, Hott found the National Academy Foundation (NAF), a network of education, business and community leaders who work together to ensure high school students are ready for college or a career. NAF's approach to work-based learning and career exploration appealed to Hott. Every course contains a project component, and students can learn and apply real-world skills, like creating a business plan and pitching it to the advisory committee in the entrepreneurship class.

"I also liked the fact that if students complete all the courses in the pathway and pass the certification test, they become NAFTrack Certified," said Hott. "That means they receive preferential interviews at some of the top employers in the nation, like Lenovo, Verizon and Marriott."

With her supervisor's support, Hott set out to start a NAF Academy of Finance program at her school and hasn't looked back. In the time since, Hott's program has grown from just a dozen students to over 240, which Hott attributes to the hands-on, project-based nature of the curriculum. The program focuses on the financial pathway at its core, but it also incorporates elements of business, community service, career exploration and personal finance.

Students are encouraged to make presentations—complete with business cards—to groups like the Chamber of Commerce, Kiwanas and Civitan International, to explain what they're doing in the program and ask for support. Through these experiences, students not only learn how to present themselves professionally but also have an opportunity to network with community leaders.

Those connections can lead to internships, visits to employers' worksites, job shadowing and other opportunities. In fact, every student in the program is required to complete a 120-hour paid internship at the employer of their choice. If the internship is completed, it can count towards their senior project.

"Students get a chance to see what a job would be like and decide if that's a direction they want to go," said Hott. "Equally important, students learn that money comes from work; if you don't work, you don't get paid."



Students learn to manage their hard-earned money through the personal finance course.

"It's actually their favorite course," said Hott. "We have a lot of guest speakers, and they learn everything from how to make a budget to how to manage credit responsibly."

Service-learning and community service are also components of the program. In addition to partnering with the school's student government organization to raise money and collect donations for Community Food Basket every January, they also engage in service projects at their school, like helping set up PSAT testing.

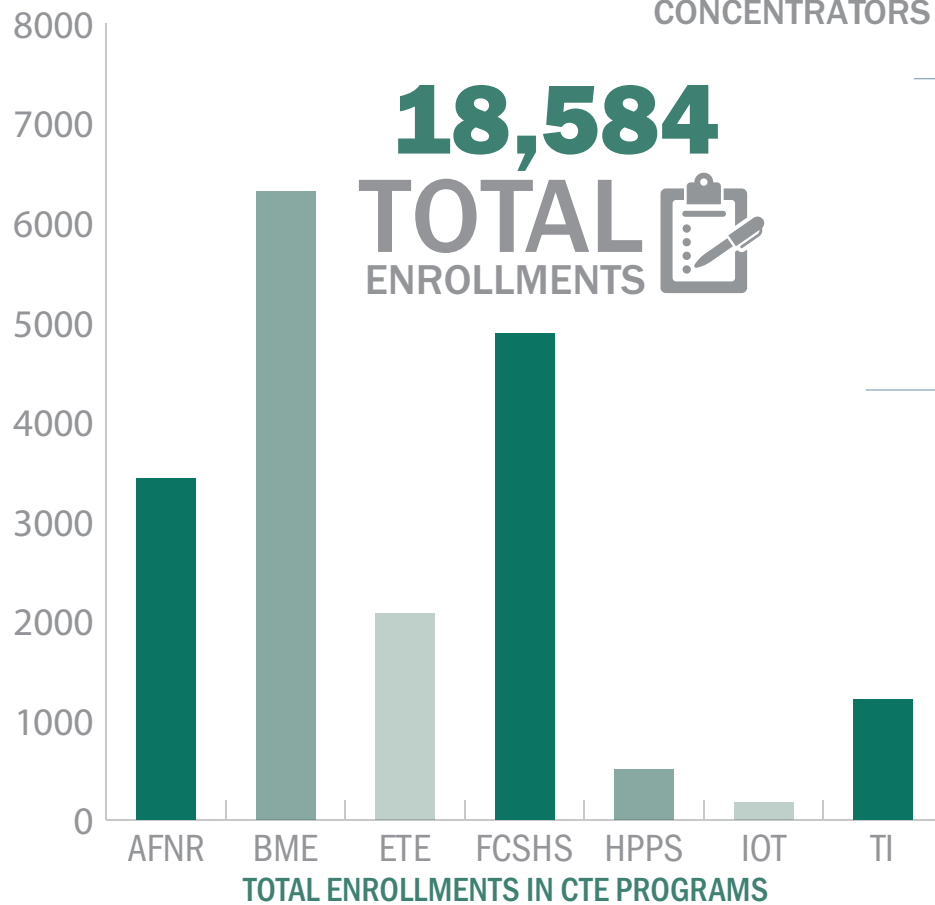
The holistic approach to applied learning and civic engagement has contributed to the program's overall growth and quality. The program has achieved NAF's Model level for the past two years and was one of 138 schools nationwide to achieve NAF's Distinguished level during the 2019-2020 school year. The distinction is earned by annual assessment measures and site visits conducted by distinguished leaders, outside experts and NAF staff.

"We are super excited to reach the Distinguished level," said Hott. "The kids who have participated in the program understand what that distinction means. We want to maintain that status and keep providing this opportunity for our students."

LEFT: Hott (top row, second from right) celebrates the achievements of her seniors. TOP: Despite the coronavirus, Hott continues to prepare her students for careers in finance and business.

region 6

Secondary



853
CTE
CONCENTRATORS

121
TOTAL
PROGRAMS

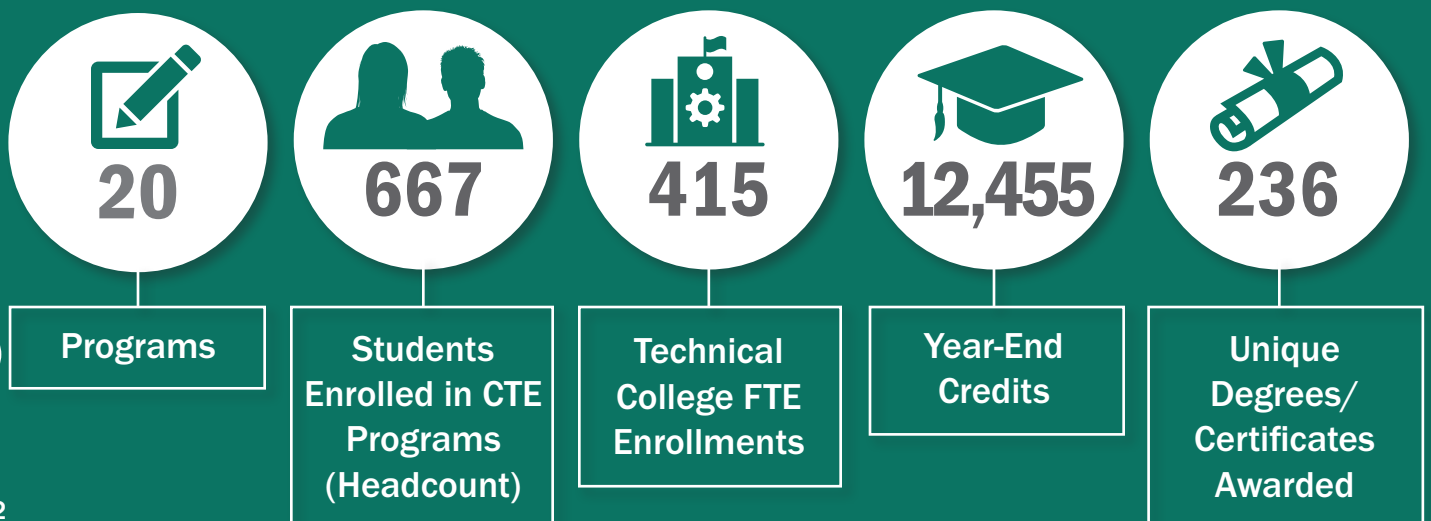
3,231
SKILL[®]
STACK
BADGES EARNED

27
SCHOOL
DISTRICTS

3
CAREER TECHNICAL
SCHOOLS

AFNR: Agriculture, Food and Natural Resources; BME: Business and Marketing Education; ETE: Engineering and Technology Education; FCSHS: Family and Consumer Sciences and Human Services; HPPS: Health Professions and Public Safety; IOT: Individualized Occupational Training; TI: Trades and Industry

Postsecondary—College of Eastern Idaho



Apprenticeships



Workforce Training Network

Accomplishments

Idaho National Laboratory

- Continued environmental, safety and health, radiation worker and software program training and recertification.
- Converted Microsoft software training to online delivery.
- Delivered customized government contracting fundamentals training in collaboration with developing a government contracting credit certificate for the contracting organization.
- Participated in the nuclear consortium and its training subcommittee in preparation for mega projects.

IT/Cyber

- Opened the CEI Yellowstone Training Center and the IT/Cyber Workforce Training facilities.
- Formed a new cyber industry sector board.
- Converted Cybercore high school summer camp to a two-week, fully online program serving more than 60 students and educators statewide.
- Held successful Certified Information Systems Security Professional Boot Camp with 15 students.
- Collaborated on granting credit for prior cyber/IT certifications for degree programs.



Program Innovations

- Transitioned CNA and Assistance with Medication administration to CEI's WTC, including dual/concurrent credit for regional high schools and hybrid delivery to ensure continuation during the pandemic.
- Developed hybrid OSHA HAZWOPER 40-hour program for individuals employed at hazardous treatment, storage and disposal facilities, as well as those engaged in emergency response activities.
- Launched HR certification prep classes and leadership academy series and converted them to online delivery mid-course.
- Continued developing SkillStack® badging skills training program in welding skills and introduction to nuclear quality assurance.

Centers for New Directions

Participant Intake Demographics

FOR ALL SITES



**203 (50%) EARNED
<\$10,000 ANNUALLY
for their household**



Most participants (137)
**were between
25 and 34**



35% of participants were
unemployed
prior to working with CNDs



What is a displaced homemaker?

A displaced homemaker is a single parent with primary financial and custodial responsibility for supporting dependent children or someone who worked in the home providing household services for family members and has lost their primary source of economic support. In either case, Idaho's CNDs are designed to help these individuals gain employment skills to earn a living.

Life doesn't always turn out the way you planned. And when it doesn't, Idaho's six CNDs are designed to help single parents and displaced homemakers move on with the job training and skills they need to become self-sufficient.

Less than half of Idaho's single parents are in the labor force, demonstrating a real need for CNDs to connect these individuals with training and careers. These populations face multiple barriers in supporting themselves and their families, including limited job search experience, lack of skills, low motivation, poor self-concept, weak social support, lack of education, alcohol or drug abuse, depression, poverty and a poor economy. Fortunately, each CND is designed to help participants:

OVER 36,000
CONTACT HOURS
with participants
through CND workshops

IN FY 2020 453
IDAHOANS
were served by CNDs

- Take action in their lives.
- Eliminate self-defeating behavior patterns.
- Adopt a more positive attitude toward work and school.
- Develop the confidence to work.
- Become financially self-sufficient.

As a result, CNDs enable single parents and their families to leave welfare and join the workforce. Rather than receiving public assistance, they pay state taxes, resulting in substantial savings to the state.

How it Works

Idaho's CNDs are supported by dedicated funds generated by a \$20 fee for each divorce filing, totaling \$136,267 in fiscal year 2020. Each CND is housed at one of Idaho's six technical colleges and collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job service offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of efforts and ensure each participant has access to:

- Job counseling services designed to leverage a displaced homemaker's existing skills and job experiences.
- Job training and placement services developed in cooperation with public and private employers.
- Assistance gaining admission to public and private job training programs.
- Health education and counseling services concerning preventative health care, mental health, alcohol and drug addiction and other health care matters.
- Financial management services including assistance regarding insurance, taxes, estate and probate problems, mortgages, loans and other related financial matters.
- Information about courses offering credit through secondary and postsecondary education programs.

CND Success Story

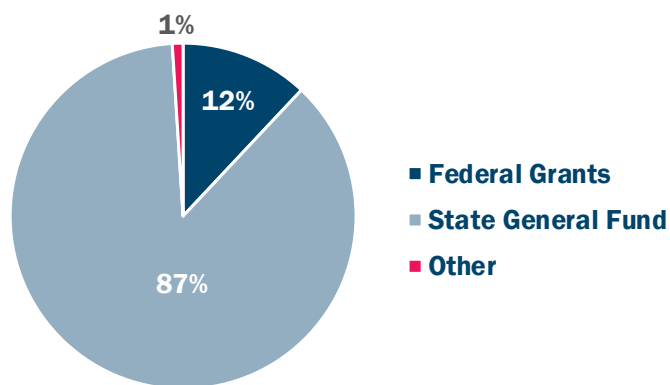
The single parent of three, Sara* knew she needed an education. After meeting with the CND, she decided she wanted to become a medical assistant. She received a CND single parent scholarship and borrowed textbooks from the CND lending library to defray the cost of attendance. Though Sara worked while attending to her school and family responsibilities, her work situation was affected by the coronavirus and her housing situation changed. But thanks to the CND, Sara received hygiene and household items, such as laundry detergent, and gas money to get to and from campus as she completed her program. Sara graduated in May 2020 and is well on her way to self-sufficiency and achieving her career goals.

**Name has been changed.*

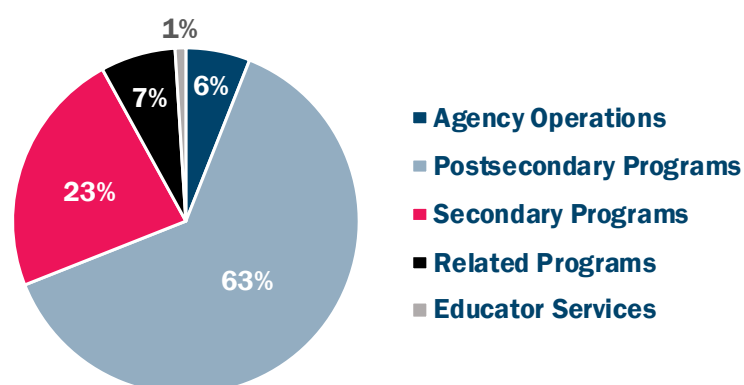
Financial Overview

IDCTE received appropriations of \$77,429,600 for fiscal year 2020 and had 41 employees.

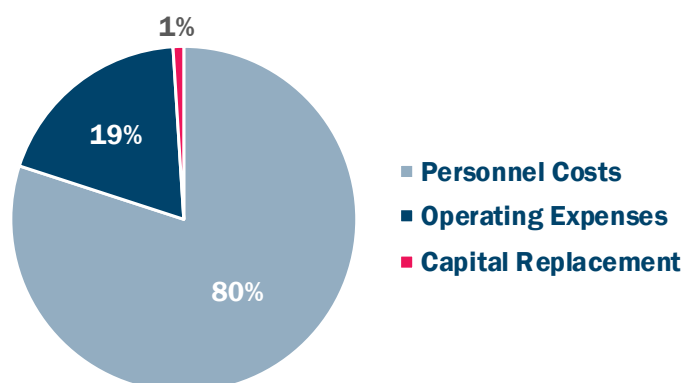
Sources



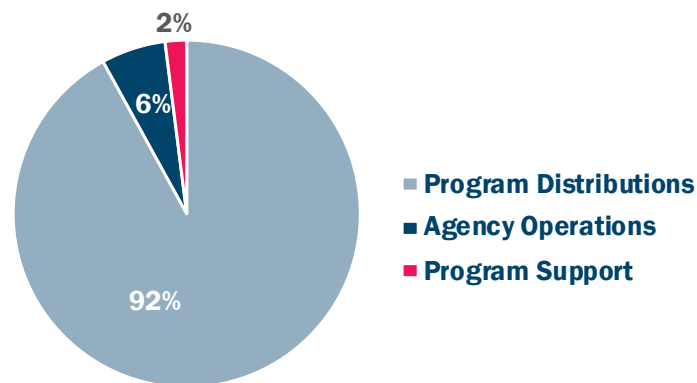
Uses



Agency Operations



Funding Allocation



Educational Programs and Services Support

SECONDARY PROGRAMS	RELATED PROGRAMS	EDUCATOR SERVICES
Added-Cost Operating Support \$12,571,100	Adult Education \$3,383,000	Teacher Pipeline Development \$820,100
Perkins Grant Programs \$3,704,500	Workforce Training Centers \$1,208,500	REACH Conference \$300,000
Program Quality Initiatives \$686,000	Centers for New Directions \$170,000	Leadership Development \$46,500
Agriculture and Natural Resources \$343,000	•Fire Service Training •HazMat Enforcement Training •Motorcycle Safety Training	

Looking Ahead

There's no doubt 2020 has been a challenging year. But as you can see from this report, that hasn't stopped us from making an incredible impact on the people we serve. Even though the coronavirus has thrown some wrenches into our programs, we'll continue to meet the needs of Idaho's students and employers long into the future.

That's why we'll be working with multiple stakeholder groups to operationalize our strategic plan in the coming months. We'll also be conducting a funding model study of our secondary program added-cost funds with the intent of implementing it in fiscal year 2023. As with any change, we'll work with our stakeholders to determine the new calculation formula and appropriate funding levels.

Finally, we'll be developing a more formalized process for continual improvement, finding better ways to share success stories and facilitating dialogue to meet the field's needs. Our mission will always be to prepare Idaho's youth and adults for high-skill, in-demand careers, with or without a pandemic. We look forward to collaborating with you to make that vision a reality.



2021

2020

2019

**We prepare Idaho's youth and adults
for high-skill, in-demand careers.**



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